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ABSTRACT

Described are over 100 activities designed to improve students' reading and writing skills by using the environment as a stimulus. The school, local community, family, and inner self serve as lesson topics. Learning strategies include word games, poetry, art projects, peer-produced mini-texts, and gardening. Also used are a word builder booklet and set of student reading cards, which can constitute complete lessons, supplementary lessons, or parts of other lessons. A graph for estimating reading level is provided so that teachers can adapt activities for students of different abilities. (WB)

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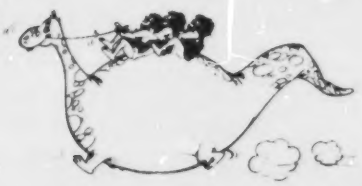
Foreword

This Environmental Reading Activities Guide was produced through the cooperative efforts of the Lee County Schools' Environmental Education Staff, Lee County Teachers (from a variety of grade levels and disciplines), and Reading Specialists.

The program is funded by a Florida Department of Education - Office of Environmental Education - Mini-Grant award.

We wish to thank Mr. C. Richard Tillis, Director, and the staff of the Florida Office of Environmental Education for their cooperation and assistance.



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I. INTRODUCTION

Back to the basics! This has become the cry of parents throughout North America. Most educators realize that teaching, especially reading teaching, has always been directed toward the basics.

Reading, in the minds of many children, has become less of a survival skill than it was for their parents. Radio, television and films bring children more information than they can assimilate concerning almost everything affecting their daily lives. Since reading has become less relevant to the students, the degree of interest in reading has decreased. With this general decrease in student interest, the job of getting students to read proficiently has become increasingly difficult.

Today, many young children in the early primary grades do not feel the need to learn how to read fluently. The information that interests them is transmitted by television or in spoken form, thus the need for information is satisfied by means other than the written word. In turn, they transmit their needs and thoughts by speech rather than by writing.

Reading interest levels can be increased by using the student's environment as a stimulus. The immediate environment - school campus, the local community, the family, the inner-self - usually will be of more interest to students than an abstract faraway environment. Situations, feelings and things that relate directly to the students' lives will usually interest them.

Once the student's interest level in a subject has been increased, the student will begin to seek information. This information normally

is found in books, magazines and newspapers. The "need to know" becomes important to the student, thus reading becomes a useful tool.

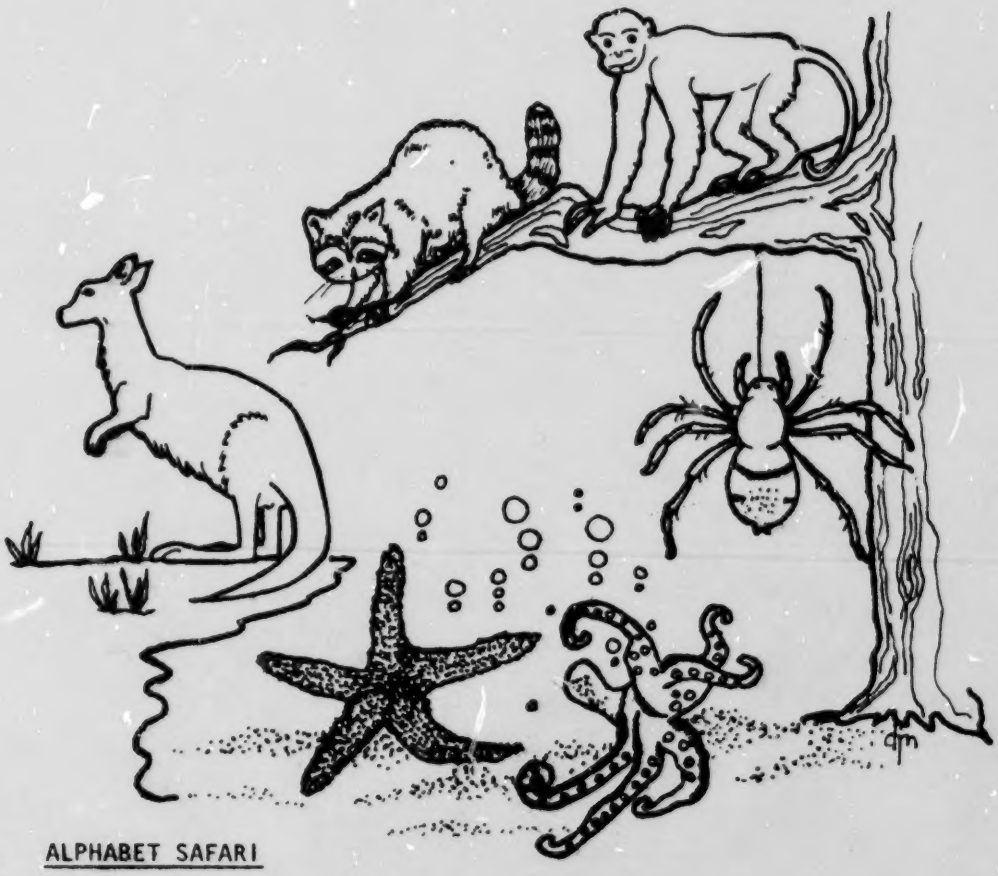
This booklet has hundreds of activity ideas that use the environment to increase student interest. Many of the ideas and activities can be used at a variety of grade levels.

In all cases, remember that, if reading is made interesting, students will learn to read. Reading in itself is not important, but reading as a tool for gaining information concerning topics that interest the student is not only useful, but important.

II. ACTIVITIES USING THE ENVIRONMENT TO GAIN STUDENT READING INTEREST.

The following activities are examples that demonstrate techniques for using the environment to help students read and write better.

The teacher can change the reading levels of the activities so that they can be used at different grades and readability levels.



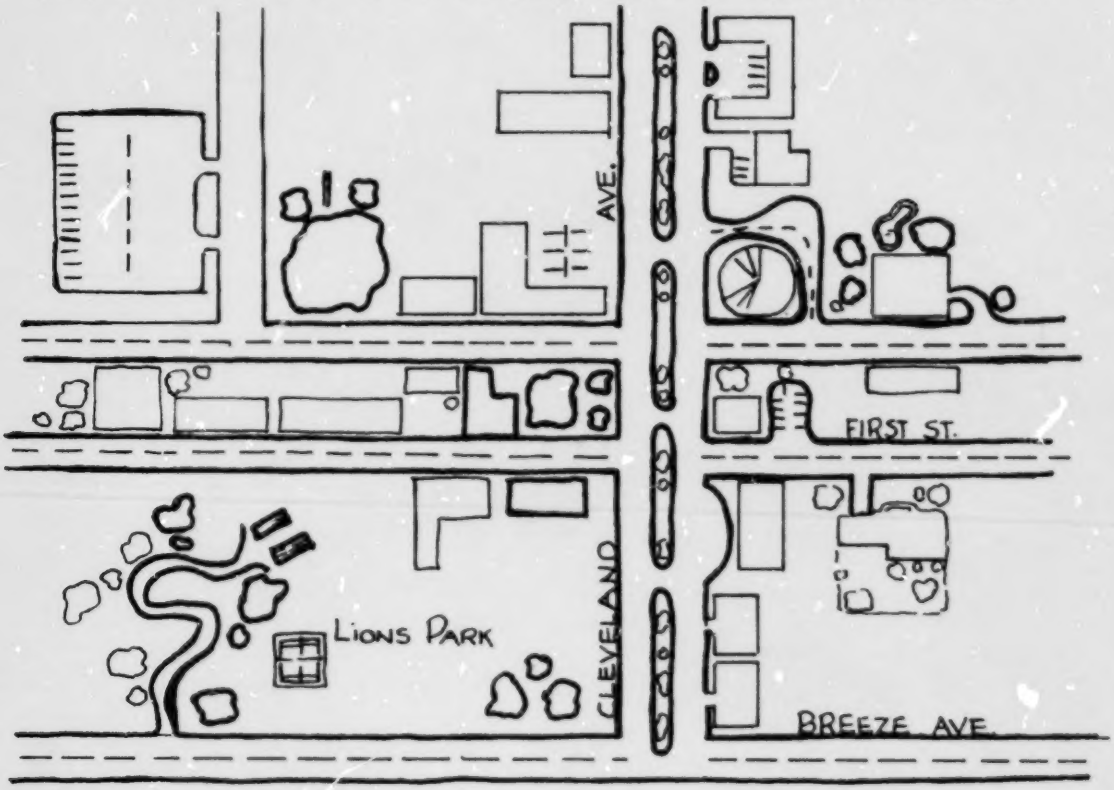
1. ALPHABET SAFARI

Make a list of living things from A-Z. Have the students find pictures from old magazines and newspapers that will match the list of living things. Have each student cut out the pictures and names and paste them on a piece of paper. When the class finishes, arrange the pictures alphabetically. A variation for older children is to have the students make up their own lists and find the pictures. When they finish, there should be a diversity of living things for each letter of the alphabet.

2. LOCAL ALPHABET

On 3" x 5" index cards, print words from the local environment: names of local streets, buildings, beaches, lakes, rivers,

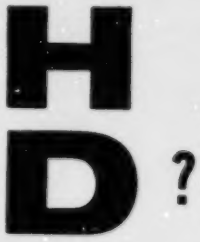
plants, animals, schools, etc. Have students place the cards in alphabetical order. 80 or more cards should be used. The students



can make the cards and then exchange them with other students.

3. ALPHABET DESCRIPTIONS

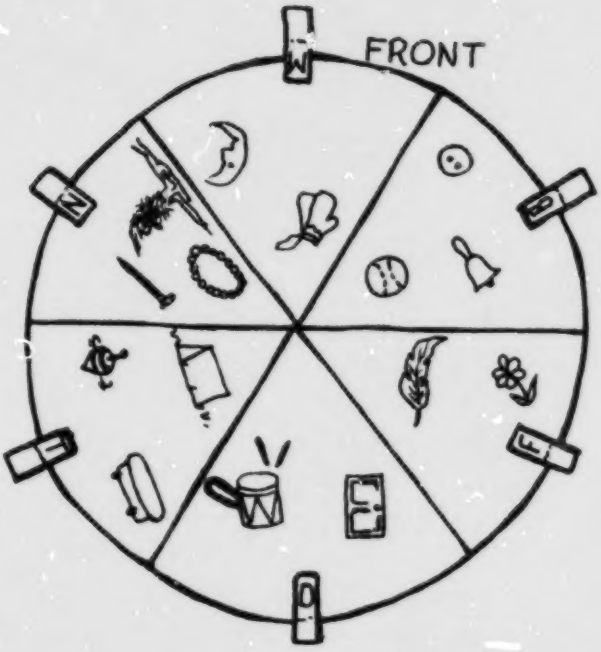
Have students cut out magazine pictures and then use words starting with only one specific letter to describe each picture. For example, a picture of a man hunting might have the following words printed around it: hunts, he, hush, holds, hills, hat, etc.

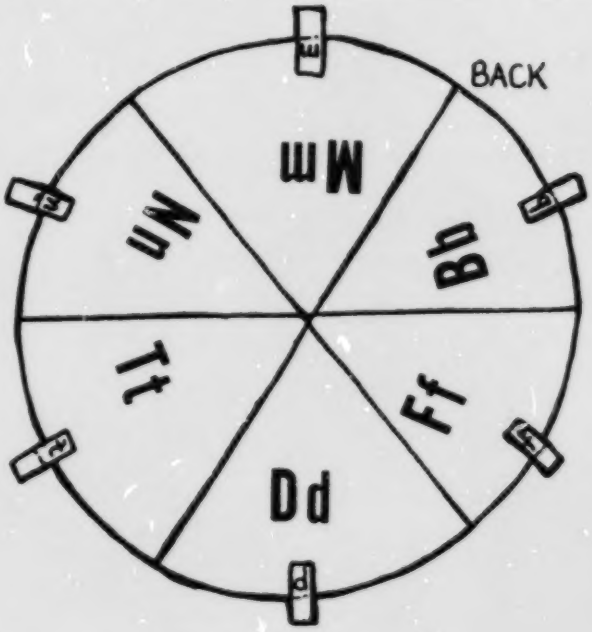


A different letter could be done each day and displays made around the room.

4. CONCEPT WHEELS

A concept wheel similar to the one shown in the drawing can be used for a variety of skill development activities. The concept wheel shown here is for auditory discrimination of beginning consonants.





Other concept wheels can be used for color matching, color word recognition, letter recognition, auditory discrimination of letters, upper and lower case match, rhyming words, synonyms, etc. Use environmental terms and words that relate to the school and home.

5. WORD DRAWINGS

Give each student a memeographed sheet with nouns and descriptive adjectives similar to the following example:

green tree	brown shoe	black cat
blue ball	red wagon	yellow hat

The students draw and color in the objects in each box.

green tree	brown shoe	black cat
blue ball	red wagon	yellow hat

Variations on this activity include: using sentences in the boxes; having a list of directions outside the boxes that ask students to do something inside the box, for example: In the first box draw a tree. Color the tree green; having students construct their own picture boxes from things they see around their school campus. They should give their picture boxes to other students to fill out.

6. DICTIONARY BINGO

Mimeograph copies of a Bingo card that has vocabulary words on it instead of numbers.

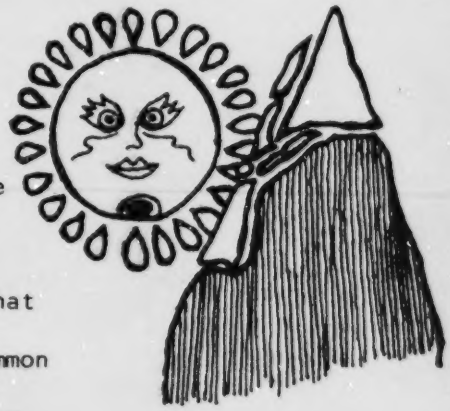
Each student uses a dictionary to find definitions for words in a vertical, horizontal or diagonal row. The student says, "Bingo"

when he/she has completed finding the definitions. The student must then give the definitions orally without reference to notes, etc. Other students may challenge a definition.

For variation, the students may write the definitions on the cards.

7. LANGUAGE HISTORY

Have students survey their community for people from foreign countries. Make a list of the countries. Find words from our language that originated from each of these countries. Have the meanings of the words changed? Has the spelling changed?



Make posters with magazine pictures that represent scenes from the countries and common words from that country that are used in our language.

Have students name one food from each country. Students can make the dishes and have an "International Day."

8. "OFF" OR "ON"

Have the students make a list of words for things in their environment that may be either "off" or "on", to help them develop this concept.

Examples: 1. leaves - "on" tree; "off" tree - on ground

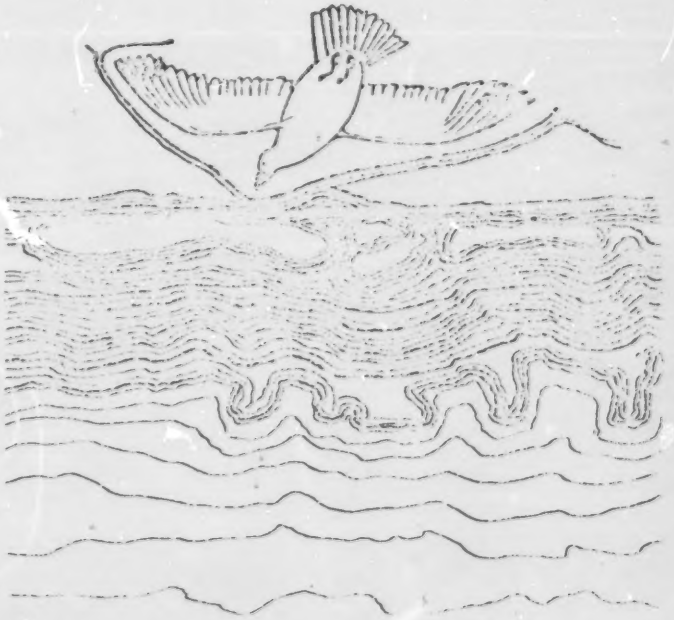
2. clothes - "on" child; "off" child - in closet

Have students relate "on" and "off" to climate, seasons, areas of the community, etc.

9. WORD MAPS

Have each student draw the outline of a state or country on a large piece of paper or poster board. Then have them draw in the geographic features that you want them to learn about, such as: mountain chains, rivers, cities, islands, lakes, peninsulas, marshes, deltas, etc. Each feature should be labeled. Pictures from magazines can also be pasted onto the maps to add color and illustration. Later, maps could be exchanged and each student could write a short story or a few paragraphs describing the country or state that he/she has been given.

10. DESCRIPTIVE WORDS



1. Use pictures of flowers, birds, trees, or animals (nouns) to develop lists of descriptive words (adjectives), for example:
   a. bird - beaked, feathered, clawed, red-headed, fork-tailed, small, noisy, busy, perching, flying, long-legged.

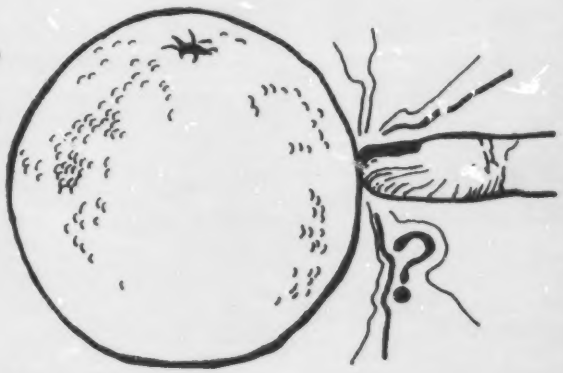
b. child - tall, short, thin, bouncy, blond, freckled, calm, nervous, sick, scared, talented, alert, sleepy.

2. Use student adjectives to develop word understanding.

3. Have students write a short paragraph to describe their "thing."

4. Have students read their paragraphs aloud, leaving out the name of their "thing" and let other students guess the name of the "thing" (noun).

11. AN ORANGE PARTY



Have an "orange party" to help students develop descriptive words.

1. Have each student bring an orange to school (or bring in a dozen oranges).

2. Observe the oranges and make a list of words (adjectives) which describe oranges:

   a. appearance (look) - color, size, shape

   b. texture (feel) - smooth, rough, slick, waxy

3. Eat the oranges and add:

   a. taste words - sweet, tasty, delicious, juicy

4. Write stories about the "orange party" using cut-outs of oranges and orange desserts displayed on construction paper to illustrate the stories.

A variation on this activity is to use any food item or items found around the school campus.

12. DESCRIBING MY WORD (using adjectives)

Have students choose the name of a plant or animal (noun), and write it vertically on their paper, one letter beneath the other. Then have them use other words (adjectives) that will describe the plant or animal (noun), using each of the letters. Example:

t.....tough

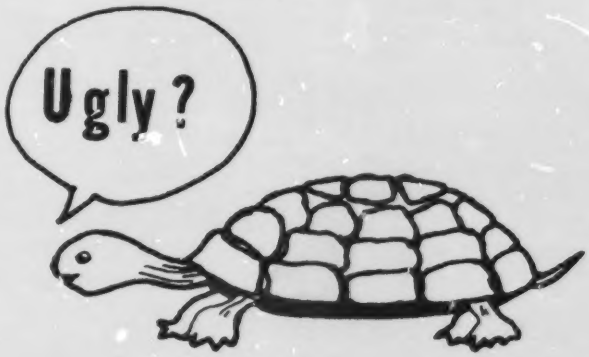
u.....ugly

r.....round

t.....tailed

l.....lazy

e.....elegant



13. GUESS WHAT?

Place various items from the environment (net, fishhook, shell, fern frond, leaf, water, salt, twig, feather, rock) around the room. Have students choose one item and write a story about it. Then have each student read his/her story aloud and let the others in the class guess which item is being discussed in the story. The student is not allowed to use the name of the item in the story.

14. DIRECTIONS CAN BE CONFUSING

Have students read directions found in magazines, cookbooks, and on labels. Have the students write directions for any of the

following things:

1. Catching a frog. 2. Picking up a harmless snake. 3. Using a hand lens to examine a flower. 4. Sailing a small boat. 5. Rowing a boat. 6. Putting up a tent. 7. Catching a fish. 8. Keeping dry in the rain. 9. Using a compass. 10. Packing a backpack. 11. Helping an animal. 12. Planting a garden, etc.

15. FIELD TRIP RECORDING

To show the sequence of events on a field trip, have students display pictures, drawings, and notes on an accordion chart. Display the chart in your room or in the hallway.

A variation of this activity is to write short paragraphs about each segment of the chart.

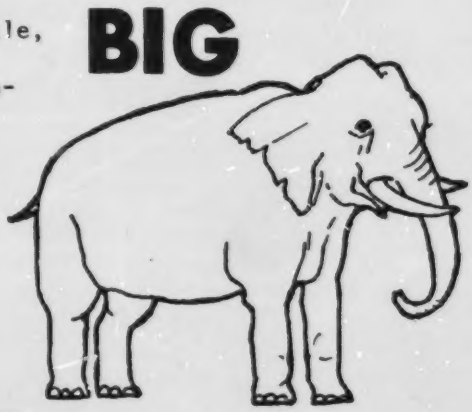
16. IMAGINARY DESCRIPTIONS

Bring an imaginary box, full of presents, into the room. Each child reaches into the "box", picks a present, unwraps it, and describes it to the group. The other children try to guess the object from the description given. This can be done orally first and then in written form. Read the written descriptions aloud and have the class guess what the "present" was. The student is not allowed to use the name of the "present" in descriptions.

16

17. ACTION WORDS

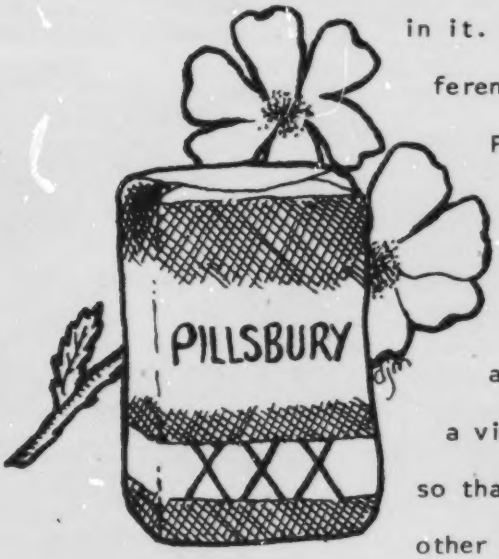
Give students a list of action word pairs; for example, in - out, up - down, open - close, fast - slow. Descriptive words such as, long - short, big - little, fat - thin, may also be used. Have students cut out magazine pictures that show or demonstrate the word pairs. They can make poster board displays or booklets that can be used for supplementary reading.



little

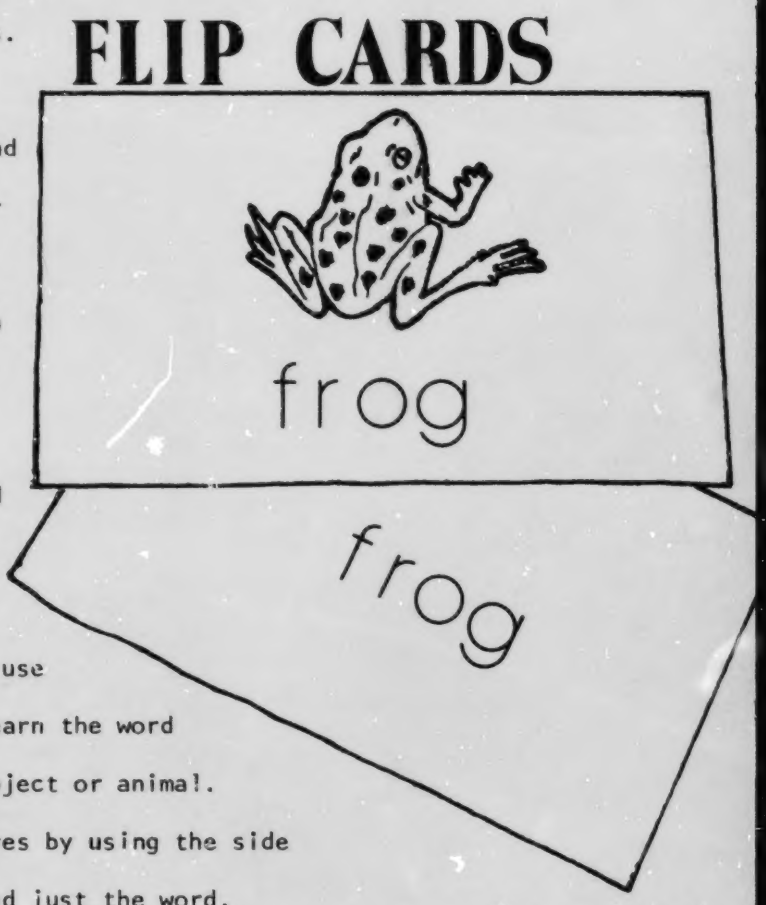
18. HOMONYM FUN

Take several 3" x 5" cards (one per student) and print a sentence on each card that has either homonyms or similar words in it. For example: How is a Chameleon different from a Comedian; How is a Flower like Flour; What is the difference between Spring and Sprig?



Each student should take his/her card and write a short paragraph to answer the card question, and also make a visual display or use movement or dance so that the answer can be understood by other class members.

19. WORD - PICTURE FLIP CARDS



Use 3" x 5" cards. Have students paste pictures of animals and objects from their environment on one side of each card. Print a one word label under the picture; on the other side of the card print the same label for the object or animal. The students use the picture side to learn the word as a symbol for the object or animal. They can test themselves by using the side without the picture and just the word.

20. SURVIVAL PRONUNCIATION GAME

Use 3" x 5" cards and print "survival" words and phrases on the cards. You will need at least 35 cards for a group of 4 students. Five of the cards should have a picture or drawing on them. The others have only words. The game is played by the following rules: 1. Play from right to left. 2. Each player picks one card when his/her turn comes. 3. In order to keep the card, the player must correctly pronounce the word. If the word is pronounced correctly, the player keeps the card. If the word is not pronounced correctly, the card is

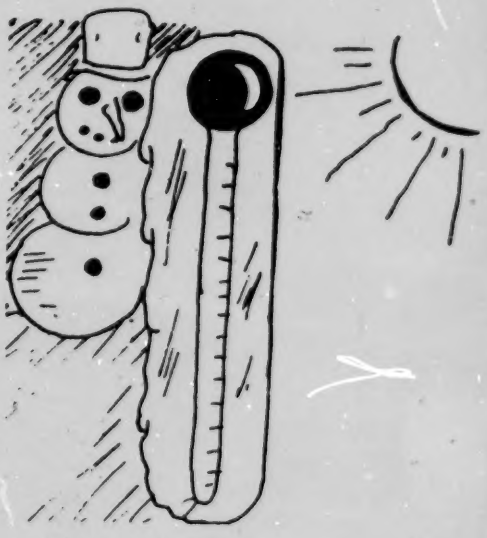
placed on the bottom of the playing stack. 4. If a player picks a card with a picture on it, he/she must put all the cards won back in the playing stack. 5. The winner is the player with the most cards in his/her personal pile when time is called. The picture cards allow the slower student a better chance to win. Examples of "survival" words: Quiet, Entrance, Polluted, Fire Extinguisher, Men, Ladies, No Swimming, Explosive, Poison, Beware, Dangerous, Watch Your Step, Speed Limit, No Littering, Adults Only, No Loitering, Wildlife, Fire Escape, Exit, No Trespassing, Stop, Flammable, etc.

21. RELATIONSHIPS

Have your students make a list of statements that cause personal relationships to get into trouble. List the comments on the chalkboard. Have the students make cartoons, posters, collages, or mobiles to display their feelings about feelings.

22. DEGREES OF MEANING

Give students a list of words that have different degrees of meaning; for example, cold, cool, icy, chilly, freezing, hot, warm, steamy, etc. The words may be organized around a specific theme like those in the example for temperature, or they may be words from one letter of the alphabet. The students should cut out magazine pictures to illustrate each word. Booklets or displays can be constructed. Allow students to examine and read each other's booklets.



23. PICTURE WORDS

Cut out letters of the alphabet from full page and half page magazine pictures. Make words from the cut-out letters that have similar or related pictures. Display the picture words around the room.

A good example would be the word LIVE; the "L" was cut from a picture of a fish; "I" was a monkey; "V" was an antelope head; and the "E" was a group of eggs.

24. FOOD WORDS

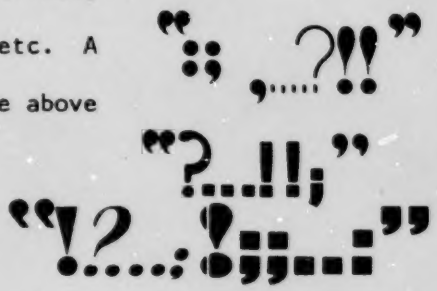
Have students paste pictures of foods on 3" x 5" or 5" x 7" cards. The pictures can be obtained from magazines or labels from the foods themselves. Make a large color wheel that is divided into four equal parts. Color one section red, another orange, the third yellow, and the last section green. Label the green area as Fruits and Vegetables, the yellow as Dairy Products, the red as Meats and Fish, and the orange as Breads and Cereals. Have the students use crayons or magic markers of the appropriate color to label their picture cards. For example, a card with a picture of bananas would be labeled in green. Descriptive words can also be

added to the labeled cards, for example, fresh bananas.

Let the students plan balanced meals by picking cards. They could plan a party meal; meals for older people; a meal for each day of the week; a breakfast, lunch, dinner, etc. Make displays of the planned meals. Plan a meal for the school and then get the school cafeteria to cook it.

25. GRAMMAR ART

Have students construct mobiles of punctuation forms, sentence elements, connotative words, prefixes, suffixes, synonyms, antonyms, homonyms, etc. A variation is to construct collages of the above things. Use a nature or local theme.



Mimeograph Letters to the Editor or Editorials and use small case letters leaving out all punctuation. Have students capitalize letters, place punctuation, and construct sentences.

26. DRAMA GRAMMAR

Divide your class into small groups of 4 to 5 students. Have each group make up a short play about a punctuation mark, a figure of speech, a vocabulary word, a sentence element, etc.

Students may make cards for the characters' names and present their plays to the class.

27. PREFIX FIXING

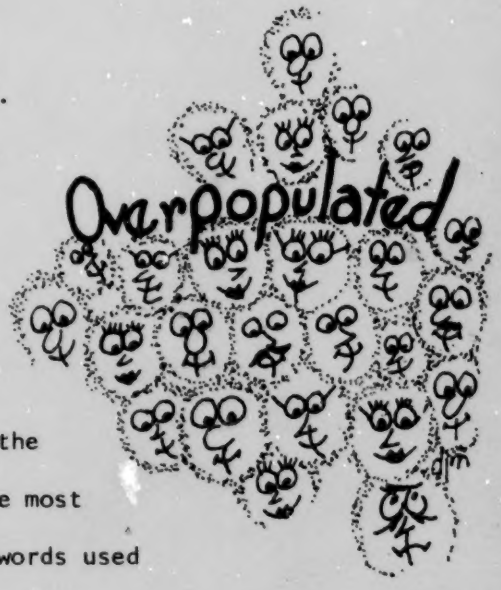
Print prefixes on one color of paper cards, and words on another color of cards. Use words from the local environment so that students are familiar with their meanings. Have students make new words by attaching prefixes. You can time the students or make a

race out of this activity. The activity can also be used as an extra for students during their free time.

28. THE SENTENCE

To help students understand sentences, print a short story on three or four tag board strips. Then place the strips along the chalk board tray. The students can take turns arranging the sentences in an understandable paragraph. Tape each paragraph to the chalk board after it is arranged. Eventually, the entire story will be on the chalkboard.

29. SENTENCE GAME



Divide the class into two teams. Pronounce slowly and only once three words that describe something in or about the environment, such as shadowy, overpopulated, swampy, enormous, polluted, etc. The teams alternate making sentences that use the descriptive words. The team with the most sentences that have the descriptive words used correctly wins.

30. HAIKU POETRY

This Japanese poetry form emphasizes syllables and not rhyme. It consists of three lines: Line one has five syllables; Line two has seven syllables; Line three has five syllables. The art of Haiku is to capture in words the "quick reaction" one gets when observing something that dramatically catches the eye. Use this form to describe any natural scene or thing. The teacher might use slides to stimulate the students.

31. CINQUAIN POETRY

Cinquain emphasizes syllabic form. The poem has five lines. Each line has a specific number of syllables and purpose.

Line one: a title containing two syllables;

Line two: describes the title in four syllables;

Line three: gives an action in six syllables;

Line four: gives a feeling in eight syllables;

Line five: uses another word picture for the title using two syllables.

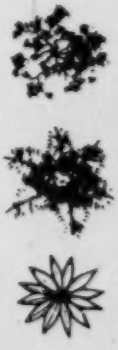
Surround the students with magazines such as National Wildlife and Ranger Rick and pictures of trees, rivers, animals, etc., and let them choose a picture to describe in their poem.

32. AESTHETICS

Show a set of photographic slides that are aesthetic and pleasing to the eye, or make a display of photographs from magazines. Have students prepare poems or short paragraphs that reveal their feelings about the photographs.

Have a list of descriptive words on the chalk board and have the class use the words in sentences, poems or paragraphs that describe the photographs.

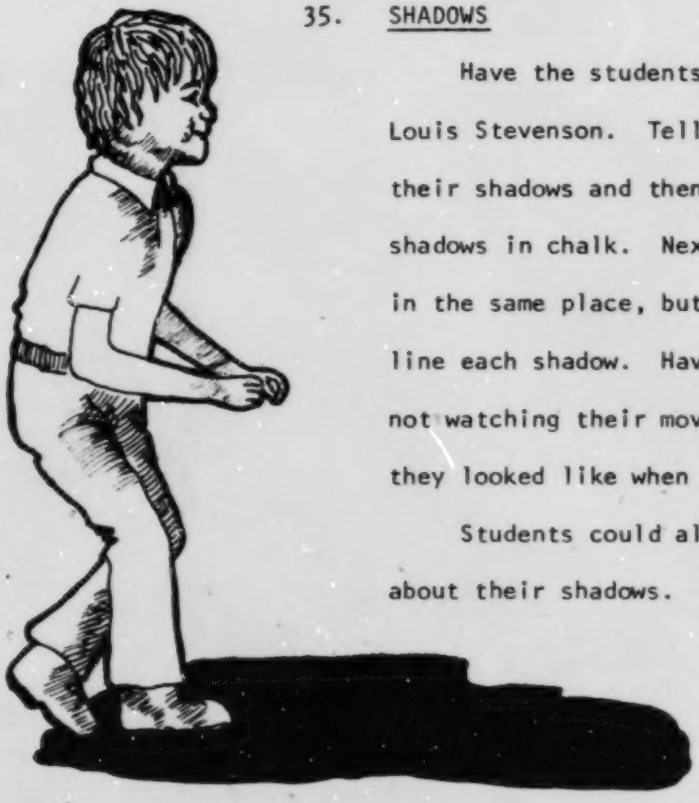
33. PHOTO POEM



Have students bring in cameras or obtain instamatic cameras from the Environmental Education Center. Divide the class into small groups and let each group take pictures of the things they choose. Have each person arrange the photographs in the pattern he/she chooses and then write a short story or a poem to describe the arrangement. Use magazine pictures or self-made drawings and do the same activity.

34. LOCAL PHOTO

Obtain several instamatic cameras from students or the Environmental Education Center and have each student take one picture relating to a specific topic, for example, trees, local sites, buildings, people, cars, etc. Have each student write a poem, a Haiku, Cinquain, or a short paragraph or statement to go with the picture. Use magazine cut-outs for the same activity.



35. SHADOWS

Have the students read "My Shadow" by Robert Louis Stevenson. Tell the students to look at their shadows and then have someone outline their shadows in chalk. Next, have them leave one foot in the same place, but move their body and re-outline each shadow. Have another student who was not watching their movements try to find out what they looked like when their shadows were outlined.

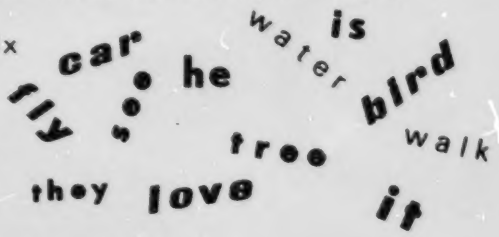
Students could also write a poem or Haiku about their shadows.

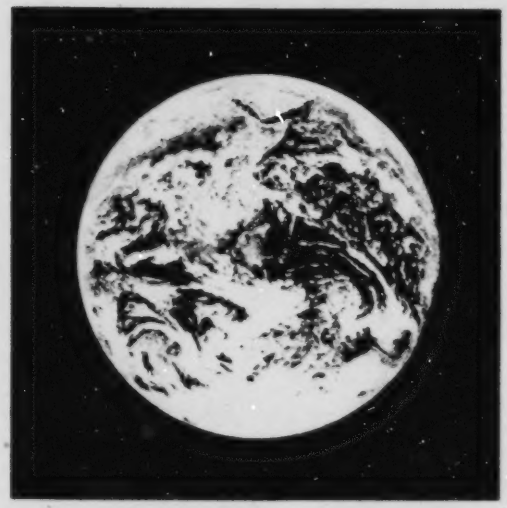
36. HAIKU EXPRESSION

Have the students write a Haiku poem or write 4 or 5 examples on the chalk board. Have the students express their Haiku in one or more of the following ways: 1. In movement; 2. In a visual form; 3. By creative dramatics; 4. In a musical form; 5. By prose; 6. Using multi-media; 7. Using the sense of touch or smell.

37. MAKE A STORY

Go around the class and ask each student to give one word off the top of his/her head. Record the words on the chalk board. Then add a few pronouns and five or six verbs if none have been listed. The students should then write a story or poem using the student words.

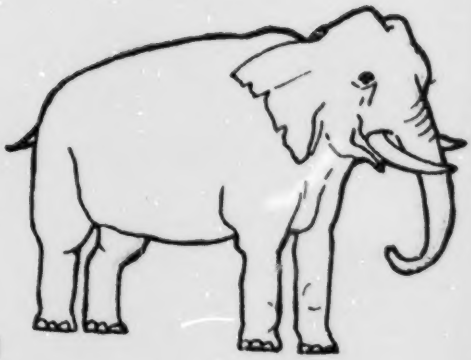




38. LIBRARY CATALOG

Have each student think up five topics that interest him/her. One topic should have something to do with the environment. Exchange topics and go to the library. Each student should use the card catalog to find as much information as possible about the topics. Explain the use of the card catalog.

39. MODERN DAY FABLES



After reading myths, legends, fables, tales, or folklore, have students develop modern day versions of these forms.

They should use a current environmental problem or social problem as their basis. Let the imagination run free.

Myth - usually concerns gods, semi-divine heroes, the purpose of which is to attempt to explain some belief or natural phenomenon.

Legend - nonhistorical or unverifiable, usually concerned with a real person, place or other subject.

Fable - specifically, a fictitious story, designed to teach a moral.

Tale - relates details of real or imaginary events, persons or incidents.

Folklore - based on traditional beliefs, customs, culture of a people.

40. ADVENTURE MAKE-UP

Give the students a copy of some adventure story which they have previously read. They should underline any phrases, words or events that create excitement or make exciting word pictures. The students should take the underlined phrases and words and use them to make a new adventure story on a specific topic. Use the environment as the topic; alligators, sharks, past history of this area, local happenings, etc. Let other students read the new stories.

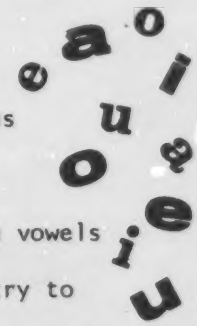
41. DICTIONARY WRITING

Determine the number of pages in a dictionary.

Have students pick 10 numbers between one and the total number of dictionary pages. Each student should go to the ten page numbers they picked and choose one word from each page.

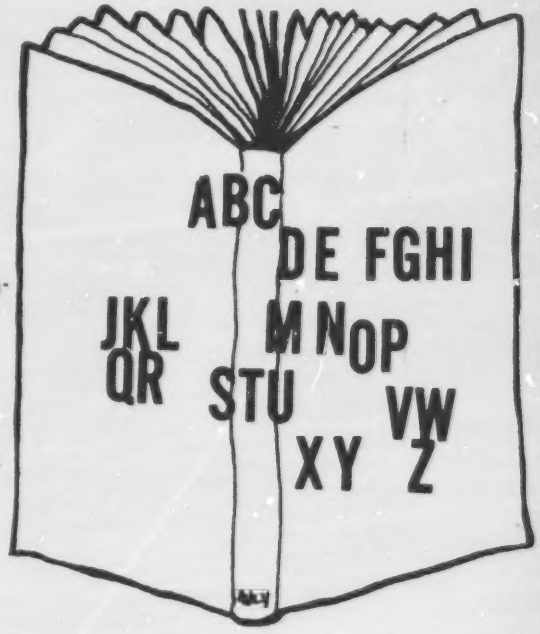
Next, learn the definitions for each of the ten words and then use the ten words in a story about their community, school, home life, natural environment, etc.

42. VOWEL STORY



Have students write a short story or a few paragraphs that tell something about their environment. After the stories have been corrected for spelling, punctuation, etc., have the students re-write the stories, but this time leave out all the vowels from each word. Exchange stories and let the other students try to fill in the vowels and find out what the environmental story is about.

43. MAKE A BOOK



Have students write a short story dealing with a specific topic. Cut construction paper in half; each student will need 6 to 10 pieces. Cut out pictures from magazines or make drawings for illustrations.

The front cover should have the title, author, date, and an illustration. The back of the front cover should have the first illustration; this becomes page 1. The next page (2) has the words. A short paragraph should begin the story. Alternate pages should have illustrations

and words. If possible, laminate each page and bind the ends. Binding can be accomplished by using a paper punch and string.

The books can be poetic, factual or imaginary. Let other students read the books. Place them in the library.

44. STORY CHARTS

Have your students make story charts and then use the charts to make different stories.

The chart has five vertical spaces and six horizontal spaces, and is organized as follows:

SUBJECT	VERB	DIRECT OBJECT	WHERE	WHEN	PHRASE
The witch	killed	the princess	in the garden	while wa	or the pol
The vampire	buried	the lovely swan	in the moonlight	as soon a spotted	the TV commer
The robber	roasted	the little lamb	in the dungeon	as he watched	for the piz man

45. FLORIDA and LOCAL AREA HISTORY

To make Florida and local history more interesting, have students inverview older members of the community to learn about its early settlement, industry, homes, and development.

Invite members of the community to the classroom as resource visitors.

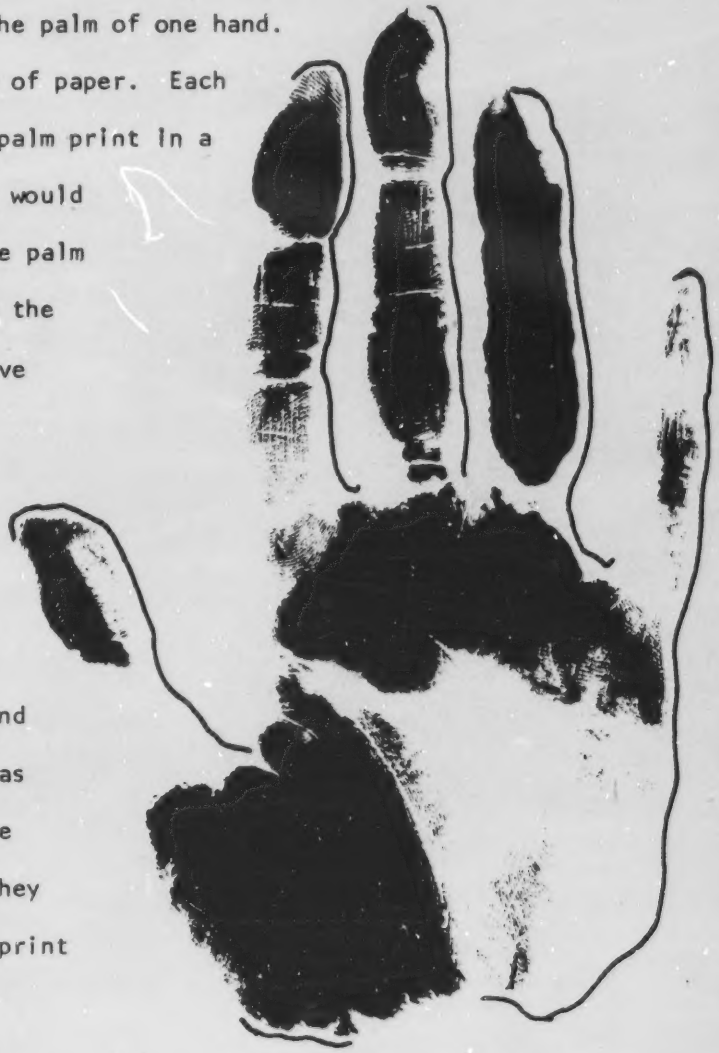
Have the class write mini-texts or booklets which compile the information gathered. Small groups or individuals might take this on as a project.

46. DO-IT-YOURSELF STORIES

Type several short stories for your students to read. Whenever there is a noun or an adjective, put in two words. These words usually have opposite meanings. The students then circle the words they want to use in the story. For example: An old (man - woman) took a (train - plane) to (his - her) (beautiful - ugly) (daughter's - son's) house.

47. PALM PRINT

Have each student ink the palm of one hand. Make a palm print on a piece of paper. Each student should mark his/her palm print in a distinctive manner that they would recognize later. Collect the palm prints and then redistribute the papers to the class. Now have each student write a poem, paragraph, or short story about his/her new palm print. Display the palm prints around the room and allow the students to find their prints and read what has been written. You might have the class write about what they think the person whose palm print they have is like.



48. MAGAZINE WRITING

Laminate magazine pictures to cardboard. Have students use wax pencils or washable magic markers and write stories that tell about the pictures. Pass the stories around the room and allow each student to change or add to any part of the story he/she chooses. Have each student explain how his/her story was changed.

49. MYSTERY WRITING

Give your students a short mystery story to read. Leave off the ending so that they have to figure out the conclusion. Discuss the resouts and then let each student write his/her own story. They should give clues but not the final answer. If possible, the stories should include such things as the natural history of plants and animals, information about resources and other environmental issues.

50. 100 YEAR CHANGE

Show slides, pictures or maps that depict local things or places near the turn of the century. Have students describe the things they see; the changes that have taken place; what it was like to live then.

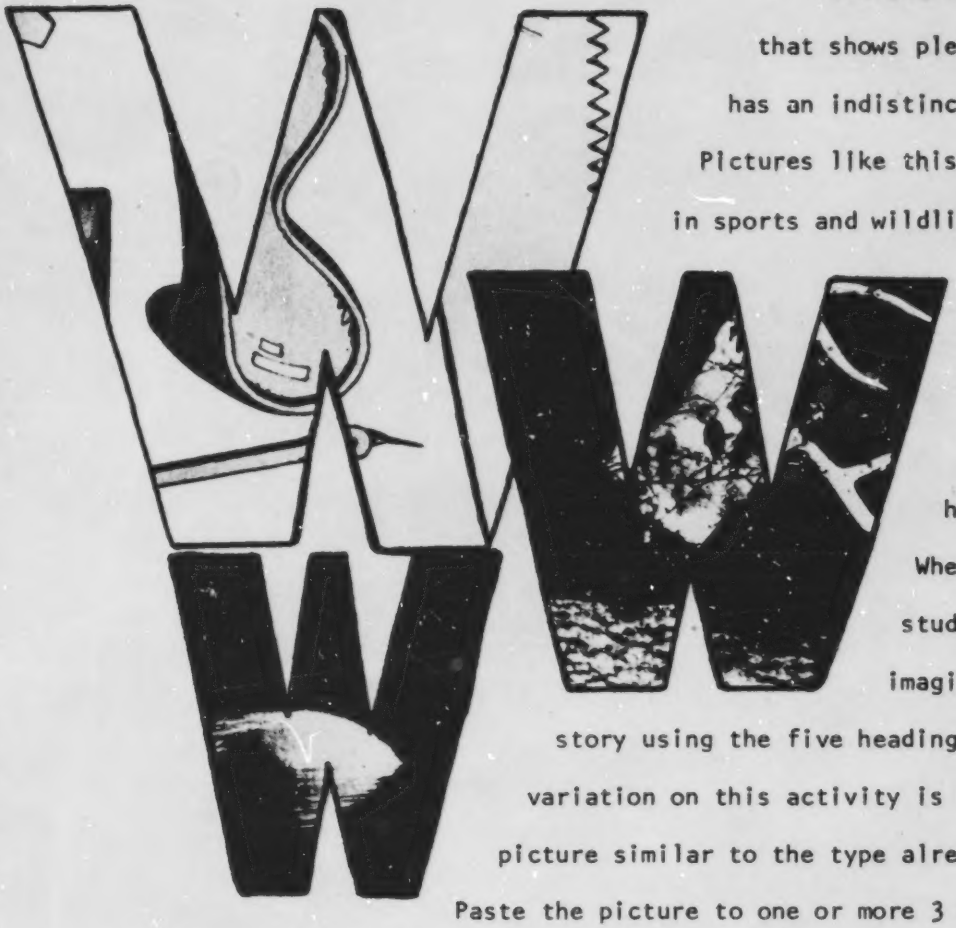
51. PERSONAL AND SURVIVAL TELEPHONE DIRECTORY

Have each student make a personal telephone directory that would include emergency numbers, numbers they consider important, area codes for different places, classmates' numbers, information on long distance, etc.

52. TURN AROUND

Have your students read a fairy tale or old folk tale. After reading the old story, the students should re-write it into a modern day tale concerning topics of current interest. Make the new stories into environmental, social, political, police, etc. stories.

52a. FIVE "W" STORIES



Cut out a magazine picture that shows plenty of action, but has an indistinct background. Pictures like this can often be found in sports and wildlife magazines. Tape the picture to the chalkboard and under it, print the following headings: Who; What; Where; When; Why. The students should use their imaginations and create a story using the five headings as a guide. A variation on this activity is to cut out a magazine picture similar to the type already mentioned. Paste the picture to one or more 3 x 5 inch file cards. Then tape five more cards below the picture. On the first card below the picture print the word, Who. On the next card print: What. Continue on the next three cards with Where, When, and Why. Pass the connected card sets out to the students. Have them write stories as in the previous exercise and then transfer their stories to the cards. Pass the stories around so that others may read them. Display the stories around the room or in the library.

53. CREATE DEMAND

The purpose of advertising is to create demand for products, even when we may not need the product.

During holiday seasons, such as Easter, Chrsitmas, Mother's Day, etc., cut out magazine and newspaper ads for electrical appliances. Make a chart of the number and kinds of appliances. Also keep track of the newspaper or magazine from which they come.

How many ads are for new products?

How many of the appliances are really necessary?

How many are luxuries?

Write an ad that tries to save electricity rather than sell us appliances to waste electricity.

54. BUY NOW

Examine advertisements in magazines, commercials on television and labels from products for both helpful and non-helpful buying information.

Make up a useful commercial, advertisement, or label that tells everything about your real or imagined product. Design your ad or label; color and paste on cardboard or poster board. Display the ads and labels and have students present scripts of their commercials.

Students may videotape their commercials and play all of them for the class.

55. DRIVER'S TEST

Obtain driver's instruction manuals from your State Police Department. Allow each student to read the manual and then make up 10 driving questions to ask someone else in the class. Make safe driving posters and displays. Do an analysis of different automobiles to determine which ones are safest and most economical to operate.

56. THE EYES HAVE IT

Many advertisements use natural settings to promote their products. Cut out magazine advertisements that use natural or unspoiled settings in the background.

Why do the ad people use natural backgrounds? How many products are actually related to the setting they are in? How many of the products would actually cause damage to the setting? How many would damage another environment? What stages of the product do the damage: manufacture, use or disposal?

Write or make up an ad that uses a setting more appropriate to the product.

57. HOW TRUE IS WHAT YOU READ?

Have students look through old magazines for advertising slogans. Example: "Plop-plop, Fizz-fizz, oh, what a relief it is!" Have them compare slogans of competing products. Example: various kinds of breakfast cereals or toothpastes.

Then discuss statements. Are they true? Are they exaggerated? Are they completely imaginary? Are there hidden messages, "if....";

are they a "play" on words - "un-cola?" Have students re-write slogans in a different form.

58. DIRECTORY PROBLEMS

Have students think of 15 different everyday or special day problems that could be solved by using the telephone directory. They should bring directories from home. Exchange problems and everyone should write down the numbers and agency, business, person, etc. that could answer the problems.

59. SELLING ADS

Have each student pick a "selling item" of his/her choice. Do not explain what the term "selling item" means. Each student should write an ad that would help sell his/her item. Keep the assignment ambiguous and the results will be more creative.

60. LIVING THING ADVERTISEMENTS

Analyze commercials and advertisements to determine what makes them appealing. Discuss arrangement, color, writing to find what captures our attention. Have students make up an advertisement that the trees, birds, fish, deer, raccoon, or some other plant or animal might place in a newspaper or magazine if the living thing could talk. Use magazine cut-outs to add color and illustration to the advertisements.

61. HEADLINE STORY

Cut out newspaper headlines and article titles. Place them in a large box. Have each student pick a headline or title and paste it to a piece of paper. Now each student should write a short article using the title for inspiration. Let other students read the new articles.

62. HEADLINE HUNTING

Cut out articles from the newspaper. Separate each article from its headline. Number each headline and its corresponding article with the same number. Give each student an article to read. The student should then write a headline for his/her article. Were their headlines similar to, better than, or not as good as the original headlines? Have the class comment.

63. POLL REPORTS

Divide the class into groups of four. Each group should decide on some question or topic of interest that has two points of view. Have the groups design a public opinion poll around their questions. Let the groups canvass the school to obtain results for their polls. Next, design a poll about some local environmental question or social problem. Have the students poll their school, other schools, the community. Report on results to the school or local newspaper.

64. CARTOONS TELL

Have students read editorials or short articles from the newspaper. Try to include articles concerning the natural environment. After reading the article, each student should draw a cartoon that describes his/her feelings about the article. Display the cartoons around the room. Pick one cartoon and ask the rest of the class to interpret the cartoon; how close was the real meaning to what others thought?

65. YOU KEEP SCORE

Have your students pretend that they are sportscasters. The students write out their play by play action of an imaginary game, but do not tell who has won the game. Exchange "broadcasts" and let other students read broadcasts and figure out who has won.

66. COMIC CHANGE

Cut out comic strips from the newspaper. Circle the words for which you want students to find the synonyms, definitions, homonyms, etc. Laminate the comic strip cut-outs if you have the equipment available.

A variation of this activity is to have the students re-write the story being told in the comic strip.

67. T.V. GUIDING

Collect old "T.V. Guides" for the past month. Give each student one or two pages from the guide. Have the students make up 10 questions about the pages they were given. Staple the questions to the T.V. Guide pages and then exchange. Give everyone 10 minutes to answer the questions. Make a game out of it, or discuss the arrangement of listings and ask for improvements.

68. CARTOON RE-WRITES

Have the class cut out cartoons from magazines and newspapers. Cut the captions from the pictures. Now place all the cartoons in one box and all the captions in another box. Each student should pick one cartoon and write a new caption for it. Then pick one caption and draw a new cartoon for the caption. Place the new re-writes around the room so others can read them.

69. SUPERSTITION READING

Have students do research on superstitions. Find out as much about them as possible. Make mobiles and collages to present their results.

70. COMIC PRODUCTION

Have students bring comics to class. Spend a class period analyzing the comics for such things as flashy covers, ads, construction of the stories (title, introduction, characters, themes), use of color to highlight articles. Now divide the class into groups of 5. Each member of the group will have one of the following jobs:

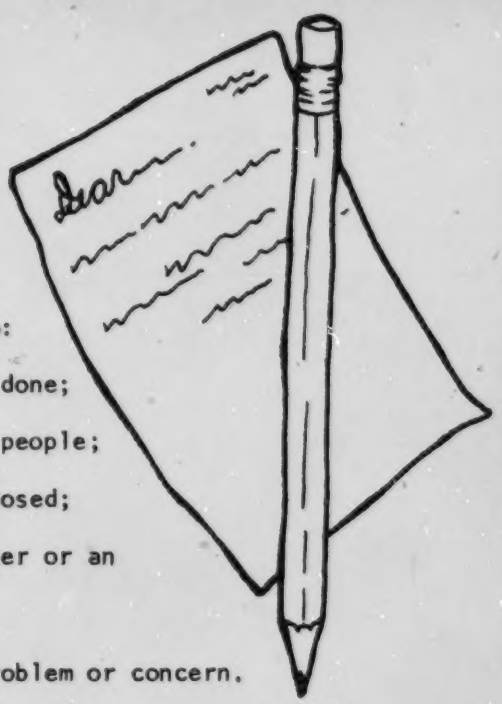
art editor (someone who can draw or won't mind trying to draw); managing editor (the group leader who will help on all jobs); writer and historical editor (will write the text with the help of the other group members and check the validity of facts); lay-out editor (will decide on color and arrangement of drawings); and the printing editor (will do the final printing of the article). These five people make up the Editorial Staff.

Give each group a manila folder and 20 sheets of paper. At the end of the assignment, give groups brass fasteners and paper reinforcements. Each group should also obtain a ruler and coloring pencils. Each group should be given a specific area of the room in which to work, and may not visit other groups unless they are invited through the teacher. Allow 5 to 10 class periods for the activity. The product will be a 20-page comic dealing with some environmental topic that interests the students. Examples: endangered species; specific animals; roads; over-population; land development; overcrowding; social problems; government, etc.

71. EDITORIAL COMMENT

Choose an environmental topic which interests you and write an editorial about it. Use the following plan: 1. state the situation (ex.: a dam is proposed); 2. develop your ideas concerning it; 3. summarize what you think should be done or thought about it; 4. state benefits to society, community or individuals.

72. LETTERS TO THE EDITOR

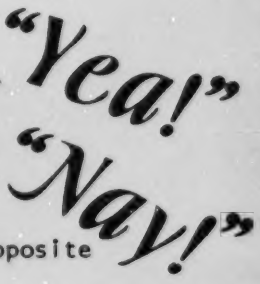


Read the Letters to the Editor in the newspaper for several days.

Now, write a "letter to the editor" to:

1. express appreciation for something done;
2. present a problem or need of young people;
3. comment on a law or rule being proposed;
4. agree or disagree with another letter or an editorial;
5. comment on a local environmental problem or concern.

73. OPPOSITE VIEWS



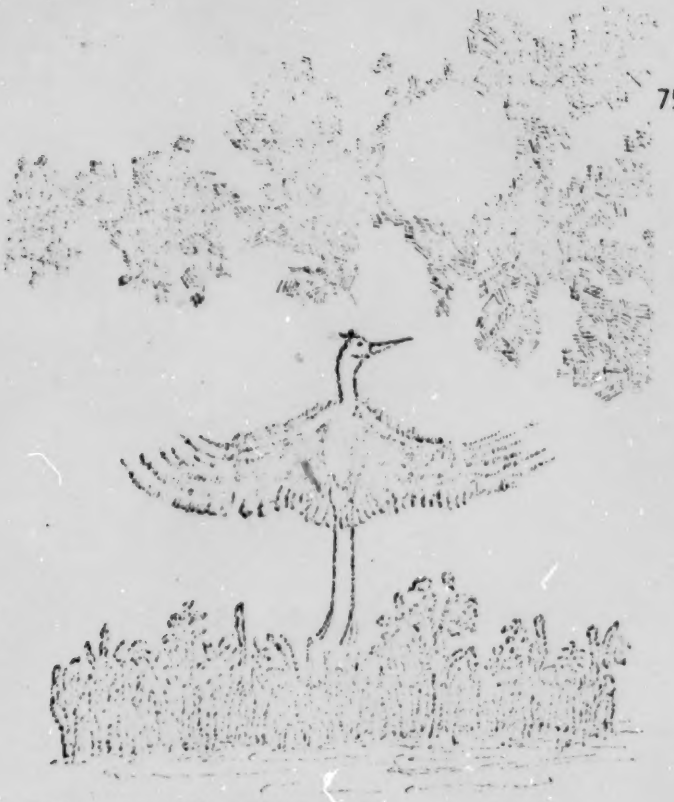
Read an article concerning a local environmental problem. After reading the article, write a "letter to the editor" in favor of or against the solutions for the problem. After finishing the letter, write another letter, but express the opposite viewpoint. Discuss how bias can affect articles.

74. I REGRET TO INFORM YOU

Look in the newspaper for an article concerning the building of a new dam, bridge, housing development, shopping center, etc.

Write a letter to a plant or animal living in the area of this new development and explain why it must leave its home.

Write a "letter to the editor" as a plant or animal living in this area who would like to stay on the land.



75. WILDLIFE: TO HUNT OR NOT TO HUNT

Have students read articles expressing two points of view regarding hunting or protection of wildlife. Then have students arrange the facts in each point of view. Example:

Pro-hunting a. ____ b. ____ c. ____

No-hunting a. ____ b. ____ c. ____

Have students write their own stories about hunting or preservation of wildlife.

76. SUMMARY IDEAS

Use newspaper or magazine articles to study making summaries of what the students read. Have them read a paragraph and then give a summary of the main idea of the paragraph.

At the end of the article, have the students try to summarize the whole article. See if their ideas agree with the headline (also a kind of summary).

77. MOVIE REVIEWS

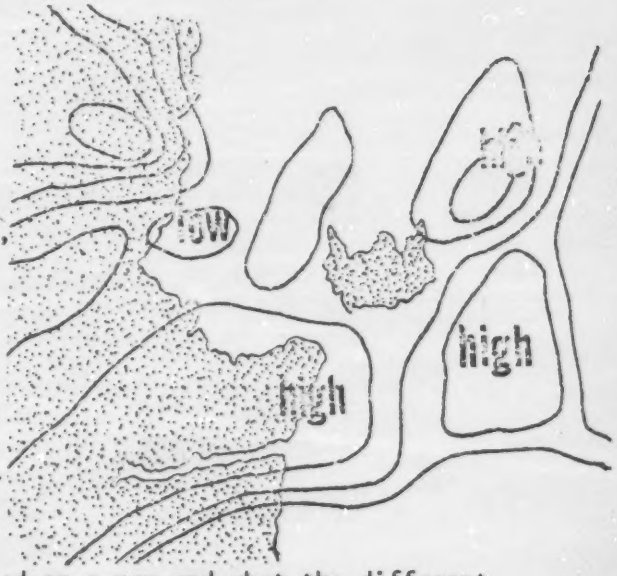
Read film reviews from newspaper and magazines. If students go to movies on a week-end, have them keep track of environmental problems they notice in the films. Write a film review of the environmental problems.

Show a film from the local school film library on some work of literature, either American, Greek, English, etc. Write a film

review of this film.

Show a film on ecology or environmental problems from the film library. Write a film review.

78. MAPS AS TOOLS FOR READING



Have students look in newspapers and magazines for different kinds of maps (weather, road, resource, airline, political, agricultural, etc.).

Have students study the scale of miles used and the symbols used for map reading and understanding. Colors are also important in map reading. Have students read the color charts used on a map and what the different colors represent; for example, blue for water; green for forest; brown for farm land, etc.

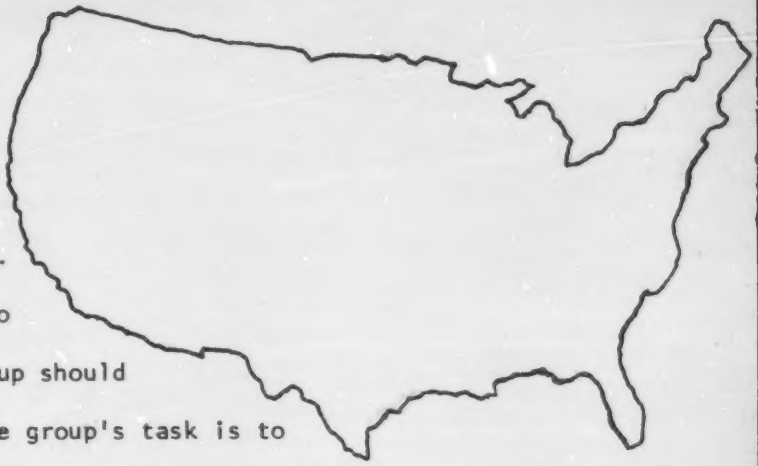
Have students make a map of their school or community using symbols to help people read their maps.

Now, have the students "complete" their school or community map with environmental areas for nature study, water or wildlife, etc., which would make them more pleasant places in which to study or live.

79. QUESTION MAPS

Obtain a class set of local highway maps from a gas station, or a county map from a bank or Chamber of Commerce. Have each student make up 10 questions concerning places and distances on the map. Exchange questions and have students answer each other's questions. Stress clear writing and proper sentence structure. If a student cannot answer a question because it is not clear, then it should be re-written.

80. RE- DRAW AMERICA

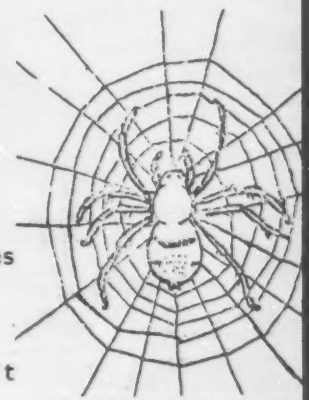


Examine a map of the U.S. and try to determine reasons for the way the state divisions were made. Then divide the class into groups of five. Each group should choose a chairperson. The group's task is to re-draw the United States boundaries. They can re-name the new states and can have any number of states they feel appropriate. Hand out material telling about each state and allow the class to do library research. This assignment can be left ambiguous and thus foster more creative results, or it can be given on a specific topic such as: divide the new states according to natural resources, crops, urban and rural, population, etc. Each group should explain to the rest of the class the reasons for their method of dividing the country.

81. MAP COLLAGE

Have students cut maps from magazines and then paste the maps onto large pieces of paper. Next, cut out and paste magazine pictures relating to the map around the map. Words that relate to the pictures can then be cut from the magazines or printed on the pictures. The words can be made into sentences and paragraphs that relate to the area on the map.

82. WORD RUMMY



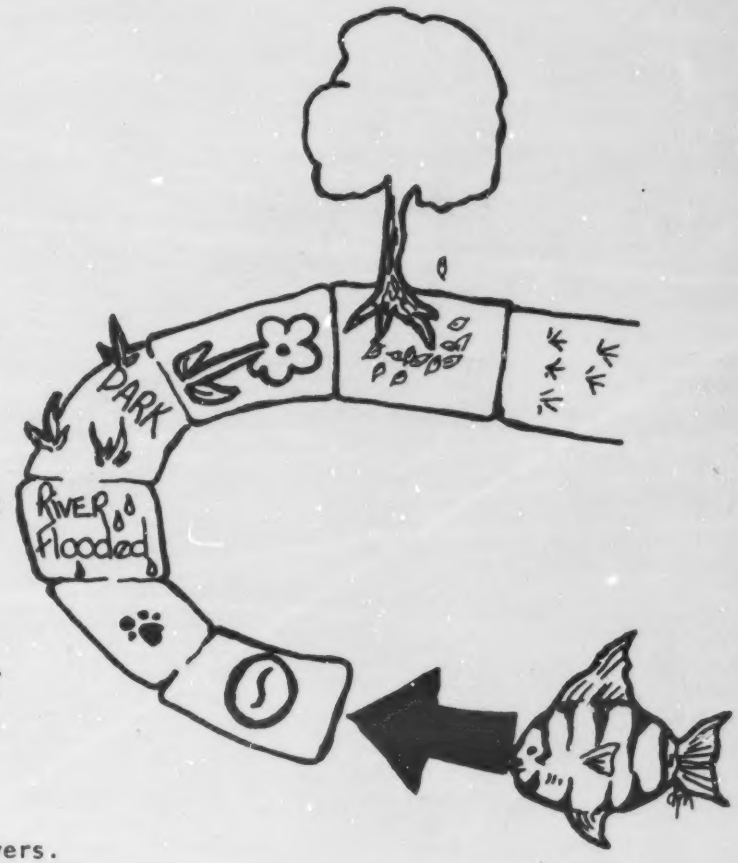
Make three index cards that will match up. One card could have a famous person's name, the second card, an event in which the person was involved, and the third card, a place that the person made famous. Other examples that could be used are: animal, food, place; plant, what eats it, place; insect, characteristic of insect, where it can be found, etc. The cards can be used to make a rummy card game for groups of four students.

83. ENVIRONMENTAL BASEBALL

You and your students should make up a list of environmental words (look in the Appendix for help). Divide the word list in half. Pair up the students and give each student one half of the list. One student is the pitcher and the other, the batter. The pitcher says a word and the batter must spell it correctly. If the batter spells the word correctly, it is a base hit. If it is spelled incorrectly, it is an out. After 3 outs, or 3 misspelled words, the players change places.

84. GAME TIME

Have students talk about or bring in their favorite games. Analyze the game: the colors, the objects used, playing areas, rules, objectives. Divide the class into small groups. Make up a game that will do the following:



1. Show something about the environment.
2. Use denotative and connotative words or synonyms, antonyms and homonyms.
3. Have at least 5 players.
4. Have a written set of rules.

Now, make your game and have someone play it with you.

85. RIDDLES

Make up riddles for your students. Have them read the riddle and then write their own answers. The real answers can be given as a reading list also. Let the students make up their own riddles. Have students put a riddle on one side of a card and the answer on the other side. Make a stockpile of riddle cards for students to read.

86. DE-CODE THE ENVIRONMENT

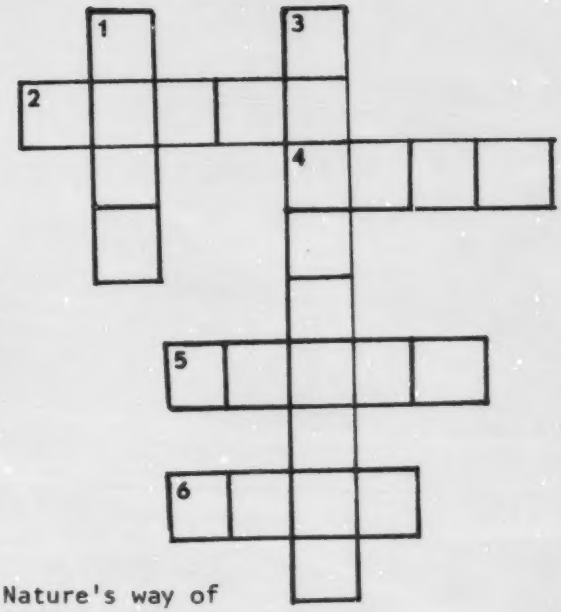
Assign a number to each letter of the alphabet; for example: A-1, B-2, C-3, etc. Print coded paragraphs on the chalkboard or on mimeograph sheets and have students de-code the paragraphs. Use paragraphs from magazines such as "Ranger Rick," "National Wildlife," "National Geographic," or any magazine or newspaper article that has some environmental theme. Use the de-coding exercise to get students to read the entire article. Have students write a short analysis of the article in code. Then have other students de-code the messages.

"2-5-5 / 16-15-12-12-9-14-1-20-5-4 / 6-12-15-23-5-18-19 / 1-18-5 / 21-19-21-1-12-12-25 / 2-12-21-5 1-14-4 / 19-23-5-5-20 / 19-13-5-12-12-9-14-7."

A variation of this exercise is to simply make up a short paragraph in code such as, "Manatees are an endangered species living in the Caloosahatchee River. They swim in the river when it is cold, because the river is warmer than the Gulf of Mexico." The environ-message should be of local concern.

87. CROSSWORD PLAY

Make up crossword puzzles using environmental terms and local areas. Have your students complete these environmental puzzles, and then let the students make up their own crossword puzzles. Exchange puzzles and let everyone do everyone else's.



DOWN
1. _____ is Nature's way of using recycled water.
3. Another name for soap is _____.

ACROSS
2. One way water becomes polluted is when animal or human _____ is dumped into our waterways.
4. Abbreviation for temperature.
5. We are in a _____ against time in preventing, controlling and stopping water pollution in this world.
6. We must all give a helping _____ in curbing water use during dry periods.

88. MATERIAL THINGS

The teacher should cut out a dress pattern using broadcloth, poplin, or beige denim. After cutting out the pattern, mark the cloth area with magic markers into enough spaces so that each child will have one space. Have the students make a design for their space and words to tell about the design. Use an environmental theme for the designs, such as: the most beautiful thing in my environment; things that bring joy; etc.

After practice drawing and labeling their designs, have each student transfer his/her design onto the

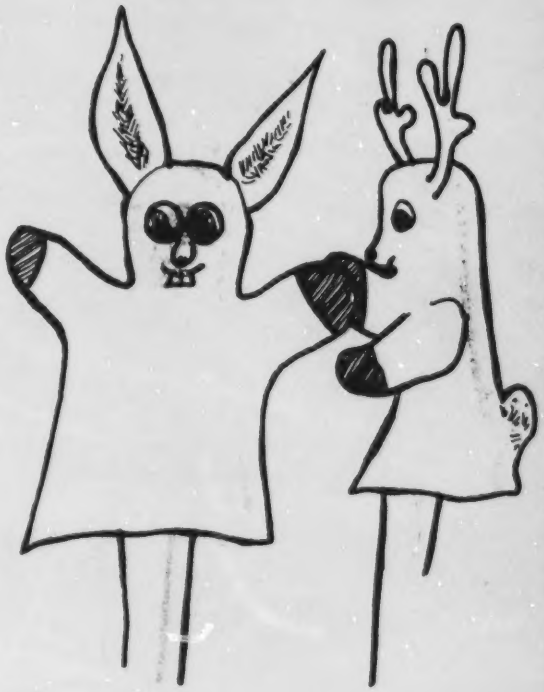
dress pattern. Use permanent magic markers for the designs. Allow the students to do their thing, only correct misspelled words.

Sew the dress together and then wear it once a month or so.

If you cannot sew, have one of the student's mothers do this as a class demonstration, or get a high school student from a home economics class.

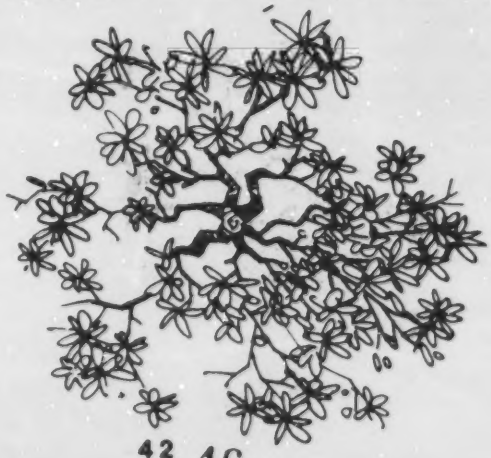
89. PUPPET READERS

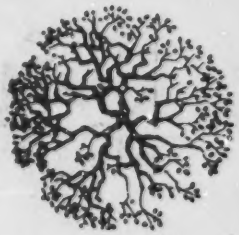
To get students interested in reading stories that they might not want to read, have small groups put on puppet shows about the stories. In order to make the puppets and then put on a show for the rest of the class, they must first read the story and understand what it is about.



90. WHAT ART THOU DOING?

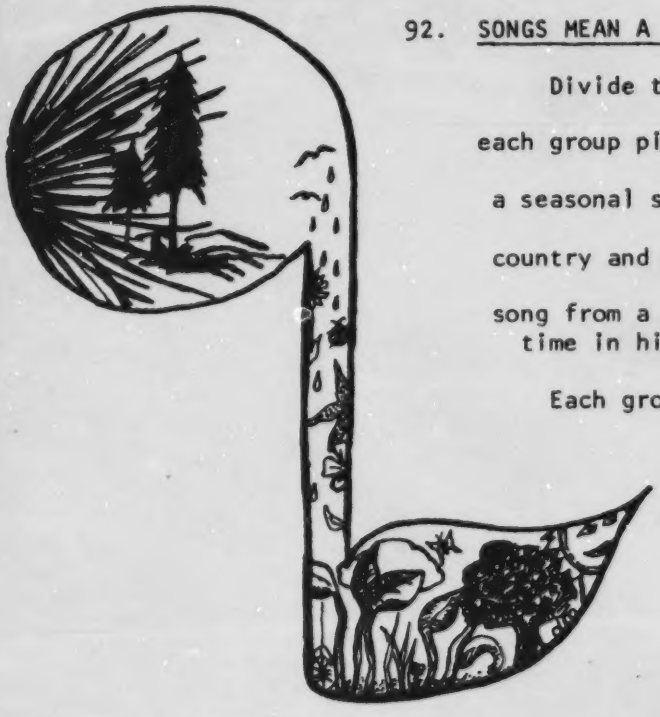
Read a novel, short story or poem. Use an art form (mobiles, posters, drawings, collages) to illustrate your feelings about the things you read.





91. NATURE AND THE MAN-MADE WORLD

Divide the class into small groups. Have half the groups construct collages depicting the man-made world, and the other half make collages showing the natural world. Use pictures from magazines as well as words and phrases. Display the completed collages. Now have the students describe in a few sentences or paragraphs, something they found as beautiful, ugly, or full of wonder, from the man-made world, and then do the same for the natural world.



92. SONGS MEAN A LOT

Divide the class into small groups. Have each group pick any one of the following:

a seasonal song	religious song
country and western song	folk song
song from a particular time in history	modern song

Each group should make a mural that illustrates the song and also write an explanation of the song giving such things as theme, moral, or sentence elements (verbs, nouns, adjectives, etc.), or synonyms, antonyms, homonyms, etc. Have students make up a song about their environment using only the lyrics.

93. MOVING VERBS

Write a list of action or movement verbs on the board. Give the students a list of sentences without the verbs. The students should complete the sentences using the list of verbs. When you call on them to give the correct verb, they should act out the verb.

Example: To escape from the fox, the rabbit _____ away.

(limped, hopped, walked, skipped)

94. DANCE READING

Dance is sometimes considered a silent language. Have students discover ways that humans, animals, plants, other things in the environment communicate or tell stories when they move. Have students share the stories by writing a description of the movements. Read the story aloud and then they dance it, or have someone else dance it.

95. SONG READING

Have students listen to ecology songs or songs that use the environment as a theme. Have them copy the words from these songs. Then have small groups of students create a visual form for the song. They can use dramatics, movement, collages, etc.

Next the students should create their own songs and sing them to the class.

96. COMPLETION SONGS

Hand out or play the first two lines of a song to your students. Have them complete the song using their own words. If possible, use songs that pertain to the environment.

A variation of this exercise is to have the students read lyrics from a song and then make up their own titles.

Whose garden was this?

Did it have flowers?

_____

_____

97. LOOKING FOR ALTERNATIVE SOLUTIONS

Have students read a story and then role play the characters as they would solve a problem.

Have students utilize newspapers, articles on local issues and role play the county commissioners, or legislative members as they would solve the problem.

98. CATALOG ORDERS

Have students bring in a variety of catalogs. Each student should read through the catalog looking for 3 things he/she would like to have. Then they make out the order form.

CAT. NO.	TITLE	QUANTITY	PRICE

Make a display of the order forms so that the students can see what their friends ordered.

99. HERE COMES THE JUDGE

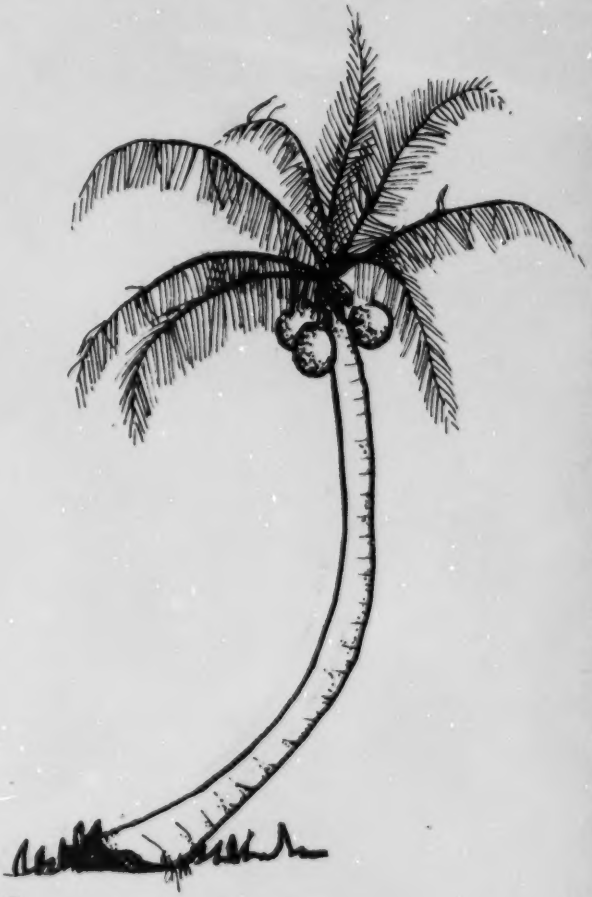
Have your students role play a court scene. Each student should pick a role and research the role. The trial should be concerned with a local pollution or environmental problem. First determine the roles by finding out who in the community is affected by the pollution, who is causing it, who has the power to stop it. If possible, videotape the proceedings and play back later in the year.

100. THE DEPENDENCE WEB

Have your students brainstorm about all of the people they are dependent upon for their life style. Then classify the people into Needed People (those that supply things absolutely necessary for life) and Luxury People (those that provide non-essential items for a more pleasant life style). What things can we do without? Which things use more energy than necessary?

101. THE READING SCENE

Tack a large poster board on the bulletin board. Each time a student finishes reading a book, he/she gets to add an animal, plant, or some other thing to the Florida scene. The cut outs will have the student's name on them. When one scene is completed, put up a new poster for a new scene. Try to make up scenes from all the different areas of the county, for example: the city, the swamp, the beach, the mud flat, the mangrove forest, the pine flatwoods.



102. RIP STORIES

Collect old readers and other books from libraries. Rip stories from the books and bind them with different colored paper. Mount magazine pictures on the fronts. Different colored booklets might designate different readability levels. These booklets are useful as supplementary reading material for students reading below grade level. Magazine articles can also be used the same way.

103. WORK WORLD: (ENVIRONMENTAL) VOCATIONS

List on the board:

forester	social worker
fisherman	land use planner
biologist	oceanographer
soil scientist	meteorologist
smoke-jumper	park ranger
wildlife manager	ecologist

Ask: What makes these jobs interesting?

What do these jobs have in common?

How can we use reading to find out about such jobs?

104. TAPE LIBRARY

Have either students or teachers tape record stories that would broaden the interests of students concerning their environment. Topics might include: alligators, Florida panthers, sharks, manatees, trees, industry of our area, history of our area, etc. If possible, include read-along books and plenty of pictures to help illustrate the text of the material. Allow students to use the tapes when they have free time or show an interest.

III. STUDENT READING ACTIVITY CARDS.

A. Student Reading Activity Cards can be used as separate lessons, supplementary lessons, or as parts of other lessons.

When used as supplementary materials, the cards can be placed in one specific area of the classroom or used as a bulletin board display. This allows the students to find and pick a card after they finish assigned work.

When the cards are used as a separate lesson or as part of a lesson, the teacher usually chooses the card or cards that will be used. If one card activity is to be used by the entire class, the teacher may read the activity to the class, print it on the chalkboard, or make up one card for each student with the same activity on them.

When using the cards, do not expand on the directions printed on the cards or give examples that would satisfy the activities. The degree of ambiguity of the card will determine the amount creativity needed to complete the activity. Usually, the more ambiguous the directions, the more creative the assignment results will be. If the teacher requires a specific outcome, then simply give examples and expanded directions for the activities.

To construct Student Reading Activity Cards, use either 5" x 8" index cards or pieces of construction paper. On one side of the card plainly print or type the activity. On the opposite side of the card either make a drawing or paste on a magazine cut-out that will show something about the activity. Give each activity a title that will tell something about the activity. (This becomes a reading activity in itself.) The cards can be constructed by the teacher or

by the students.

Most of the activities in this booklet under the heading "Activities Using the Environment to Gain Student Reading Interest" can be adapted to the card format. In addition, the following activities can be transferred to cards. In some instances, the reading levels of the cards may have to be altered.

B. Examples of Student Reading Activity Cards

The Student Reading Activity Cards on the following pages are examples that either involve small groups of students or an entire class. In most cases these cards are teacher constructed, although students could help.

ACTION: Each student should write a description of himself/herself. They cannot use their names in the descriptions. Put all the descriptions in a box. Have the students pick a description from the box and then try to match the description with the person.

MORE ACTION: -Have everyone describe some thing or animal from their environment.

-Have everyone describe someone else in the class and then try to match the people.

* * *

ACTION: Have everyone in the class find and then list as many signs of man's presence as they can. Write poems or short paragraphs about the things on the list.

MORE ACTION: -How many of the things on the lists are considered forms of pollution?

-How many of the things have a good or bad effect on the environment?

-Make a scavenger hunt out of the activity.

* * *

ACTION: On one side of a 5" x 8" index card paste one of the following magazine cut-outs: advertisement, coupon, cooking directions, order form, or anything from a magazine that gives directions. On the opposite side of the cards ask questions concerning the magazine cut-outs. In order to answer the questions the students must read the card. Following are two examples to demonstrate this technique:

Examples:

(a) A recipe for cooking Pumpkin Tea Bread was pasted on one side of the card. On the other side of the card were the following printed questions:

1. How many cups of pumpkin do you need?
2. What do you do with the sugar and water?
3. What size loaf pans should you use?
4. At what temperature should it be baked?
5. What does this recipe yield?

Make some Pumpkin Tea Bread at home and bring it to class to share with everyone.

(b) An ice cream discount coupon was pasted on one side of the card. On the other side of the card were the following questions:

1. What company makes this ice cream?
2. How much money will you save with this coupon?
3. If the ice cream costs $1.69 in the store, how much will it cost you if you use the coupon?
4. What flavor would you buy?

Try making a coupon of your own for one of your favorite foods, or for something in the environment.

* * *

ACTION: Make a list of things from around your school and in your classrooms that help you survive. Write a short story or a few paragraphs using these things for main ideas.

MORE ACTION: -What would happen if one of these things were missing for one week?

* * *

ACTION: Find signs in your school that could help keep you out of trouble, help you find things and help you from getting hurt. Make a bulletin board display of the words from the signs.

MORE ACTION: -Do the same thing with signs from your community.

-Make a list of the feelings you get from each sign.

-Make up new signs to do the same thing as the old signs, only better.

* * *

ACTION: Pick someone that has the same first name as you do. Make up and carry out an interview with that person. In writing, compare and contrast yourself with the other person.

MORE ACTION: -Find several people with the same first name as yours. Are any of these people alike? Write a few paragraphs to describe how they are alike.

* * *

ACTION: Conduct an interview with one or both of your parents. Ask them questions about memories they have of the'r school days, about people they knew and cared about, and about things they were interested in during their teen years. Share your interview.

MORE ACTION: -Make a story from your interview.

* * *

ACTION: Blindfold yourself and have someone lead you through the halls during a class change. Record your impressions of this experience in a few paragraphs, a short story or a poem.

MORE ACTION: -Have lunch in the cafeteria blindfolded.

-Go downtown on a bus blindfolded.

-Make a collage that would describe your blindfold experience.

ACTION: Read your horoscope for one week. Compare what it said with what actually happened to you each day. Share your findings with the rest of the class.

MORE ACTION: -Keep a horoscope diary by cutting out your daily horoscope from the newspaper. Paste it onto a piece of paper. Write down the things that actually happened. Compare the horoscope to what really happened.

-Predict what will happen to you for one week. How many of your predictions came true?

-Do this for a friend.

* * *

ACTION: Pick out someone you have never met. Describe the person physically and explain what kind of person you think he/she is. Next, conduct an interview with this person and compare what you found out later in the interview. Write out your findings.

MORE ACTION: -Make drawings or a collage that show(s) how your ideas changed about the person you picked.

* * *

ACTION: Make a list of at least five things that are truly important to you. Bring in one or two of these things to class and explain their importance.

MORE ACTION: -Make a display of your important things with pictures and words to help explain them.

* * *

ACTION: Find a picture in your textbook and cover up part of it with your hand. What is the main idea that the new picture shows? Did the main idea change?

MORE ACTION: -Cover three words in a sentence. Did the main idea of the sentence change?

* * *

ACTION: Find a picture in your textbook or a magazine and write a caption for it.

MORE ACTION: -Write a caption for a picture that has an opposite idea from the original caption.

* * *

ACTION: Read a story and then write a telegram that would tell the main idea of the story.

MORE ACTION: -Write a telegram for the main idea from:

- a sentence.
- a paragraph.
- a poem.

* * *

ACTION: Find a picture in your textbook or a magazine and write a story, a poem, or a paragraph that would explain the point of the picture.

MORE ACTION: -Take two or more pictures and connect them into a story or poem. Write a story or poem to go with the pictures.

* * *

ACTION: Pick two or three sentences from a story and connect the words in a different order so that the sentences will mean something different.

MORE ACTION: -Change the word order in a sentence, but keep the original meaning.

-Look up new words that mean the same as the words in the sentence.

* * *

ACTION: Pick out a main idea from a paragraph, page, or a story, and draw or paint it.

MORE ACTION: -Use the main idea to make a mobile.

-Use the main idea to make a collage.

* * *

ACTION: Pick 10 paragraphs from a story and locate the main idea from each one. Write out or tape record your findings. Did you make up new sentences or did you take them from the book?

MORE ACTION: -Make a collage of the 10 main ideas or any one of the ideas.

* * *

ACTION: You and two or three of your friends should read a story. Pick out the main idea from the story. Each person in your group should pick a sentence that supports the main idea of the story. Using your bodies, act out the supporting ideas. See if the rest of the class can guess the main idea.

MORE ACTION: -Put on a puppet show to demonstrate a story's main idea.

* * *

ACTION: Hold your hands so that the palms are facing each other. They should be about 8 inches apart. Move your hands in small circles. Increase the speed of your movements until they are going super fast. Keep up the movement for 30 seconds. Pick one key word to describe the feeling.

MORE ACTION: -Use your key word:

- in a sentence.
- in a poem.
- in a paragraph.
- in a collage.
- in a song.

* * *

ACTION: Take ten steps in one direction - Stop - in one word write down your first impression, thought, feeling, or viewpoint. Do this six times. Use your six key words to make up six sentences.

MORE ACTION: -Use the six key words to:

- make up a story.
- make a collage.
- make a poem.

* * *

ACTION: Find the key words in ten different sentences in a story. Write down the key words. Now act out the key words.

MORE ACTION: -Write a story using the key words.

-Write a poem using the key words.

-Make some of the key words into pictures.

* * *

ACTION: Pick one or more characters from a story and match the characters with sea creatures you think they are like.

MORE ACTION: -Imagine that you are on a trip below the sea. What happened? Compare your story with the story you read.

-Act like the sea creature and see if a classmate can identify what you are. Explain how it reminds you of the story character.

-Draw and write about the characters and sea creatures in order to show your comparisons.

* * *

ACTION: Pick a color for each of the main characters in a story. How do the characters change color from one part of a story to other parts of the story?

MORE ACTION: -Make up a dance, story, song, or poem to show how the characters are like the colors you have chosen.

* * *

ACTION: Show how a character's shape changes during a story. Make a design using shapes which are like a story's character.

MORE ACTION: -Make your body into a shape like a feeling you found in the story.

* * *

ACTION: Pick a story character and show how it would act and feel if this character were a plant.

MORE ACTION: -Is the character:

- like a root?
- like a flower bloom?
- like an easily bent stem?
- like a leaf with rounded or sharp edges?

* * *

ACTION: Imagine some situation that might happen to you that could make you afraid. Cut out magazine pictures and use descriptive words that will illustrate your fear. Put the pictures and words into a collage.

MORE ACTION: -Write a short story about your fear.

-Write a poem about your fear.

* * *

ACTION: Imagine that you were stranded in a strange foreign land. You were able to bring only three things with you. Write a story telling about your experience and the three things you brought with you.

MORE ACTION: -Make a play out of your experience in the strange foreign land. Act the play out for your class.

-Make a song about your experience in the strange foreign land.

* * *

ACTION: Temporarily change some major part of your appearance. Act out a personality that goes along with your new appearance. Write a description of what it was like to be this "new person."

MORE ACTION: -Try to act exactly like one of your friends for one day. What was it like?

-Try to act exactly like one of your parents.

* * *

ACTION: Imagine that you have just become a caterpillar. Try to move like a caterpillar. Describe the world as you see it from a caterpillar's eye view.

ACTION: Pick a story character or several characters and show how they would be if they were a part of your body.

MORE ACTION: -Make drawings to show the Action.

* * *

ACTION: Pick one or more characters from a story and show how the characters would be if they were flowers - what size - what color - what kind - what place.

MORE ACTION: -Go on an imaginary trip to get the feel of the flower.

-Draw - Paint - Write your feelings.

* * *

ACTION: Pick one or more characters from a story and match them with a kind of food. What made you think of a certain food to represent the character?

MORE ACTION: -Describe your favorite food as if it were a person.

* * *

ACTION: Find a character from a story that is like a musical instrument. What kind of music would it play?

MORE ACTION: -Choose part of a song that expresses this character's feelings at one time in the story.

-Draw a picture, tell a story, write a play, or make up a dance that will show how the character is like the instrument you picked.

* * *

ACTION: Go outside and pick one thing in nature that you could live without. Write a short story about what the world would be like without any of the things that you selected.

MORE ACTION: -Make a tape recording about what the world would be like. Make it sound like a radio show.

-Make a poster about what the world would be like.

* * *

MORE ACTION: -Pick some other animal or plant and describe the world as it might see it.

-Make a collage of the animal's eye view of the world.

* * *

ACTION: Keep a record of everything that you eat for one week. Make a menu for reach day of the next week using the things that you ate the first week.

MORE ACTION: -Help shop for the things on your menu.

-Help cook the things on your menu.

-Make a collage of pictures and words to describe your menu.

* * *

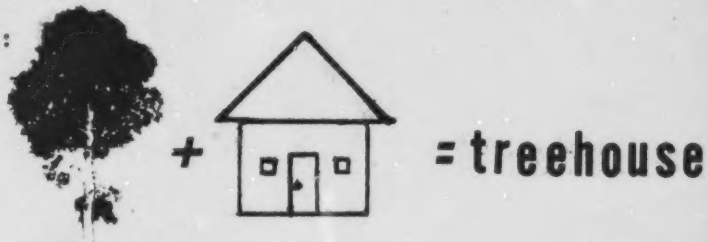
ACTION: Read a story and then find something in the story that would either be impossible or silly. Write a poem about the impossible or silly things.

MORE ACTION: -Use the impossible or silly thing from the story to:

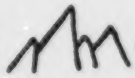
- draw a picture.
- make a collage.
- describe it to someone else.
- look for similar things from TV.

* * *

ACTION: Create a Rebus Story from magazine pictures and words. A Rebus is a combination of pictures that, when put with letters or other words,will equal a new word or sentence. Here is an example of a rebus:



An example of a rebus sentence would be:

The flew over the  on its way to the airport.

MORE ACTION: -Read a short story and make it into a rebus story.

* * *

ACTION: Write down directions that you read on signs in your school. Make three copies of each sign direction. Put all the copies in a box and mix them up. Have three of your friends pick the slips of paper out of the box until they are all gone. Now have your friends follow the directions until they have used all their copies. They should write down their experiences and the things they see. Take the lists of experiences and things and write a story using your friends' experiences.

MORE ACTION: -Make a collage of the directions and experiences.

* * *

ACTION: Go outside and find something from nature with which you can identify yourself. Relate yourself to this thing and write a short story or poem about what made you choose this thing.

MORE ACTION: -Name something from the environment that you cannot identify with. Explain your reasons.

-Make a mobile out of small things that you can identify with.

* * *

ACTION: List five sounds that make you feel good and five sounds that make you feel bad. Would your feelings about these sounds change at different times of the day or in a different place?

MORE ACTION: -Make a collage or mobile that would show your feelings about the sounds you like.

* * *

ACTION: Find a spider web. Draw the web as closely as possible to what it actually looks like. Color in parts of the web to form a pattern. Write a poem to tell others your feelings about the web and pattern.

MORE ACTION: -Look up words that describe feelings and then draw spider webs that show those feelings.

* * *

ACTION: Go outside to a weedy area. Collect a seed from those plants that have them and make a leaf rubbing from the plant. Tape the seed to the rubbing and then write a poem or a short paragraph about the seeds.

MORE ACTION: -Make a collage of the seeds and poems.

-Make up a short story about what happens to a seed after it leaves the plant.

* * *

ACTION: Write nature similies and metaphors. A simile is a comparison of two dissimilar things by using the words: like and as. A metaphor is a comparison where one thing is compared to another as if it were the other.

MORE ACTION: -Cut out magazine pictures that could be used to illustrate your similies and metaphors.

* * *

ACTION: Find three different areas. Sit in each area for about five minutes. While you sit in each area, list the things that you would like to have in each of these areas to make you comfortable. Which area required the least changes to make you comfortable?

MORE ACTION: -Have a few of your friends sit in the same areas. Did they feel the same as you?

-Write a few paragraphs about each of the areas. Explain your reasons for changing them.

* * *

ACTION: Find something from your environment that reminds you of an animal. Write a short poem about the animal. Put the poem and the thing that reminds you of an animal on display.

MORE ACTION: -Make a zoo of things that remind you of animals. Write a poem about each one.

-Make a collage of the thing that reminds you of an animal and magazine pictures of the actual animal.

* * *

IV. PEER PRODUCED MINI-TEXTS.

The peer produced mini-text is an excellent method to help students read. The method works with elementary, middle and high school groups.

Students generally will be more interested in reading what their friends have written than what is found in a textbook.

Producing the mini-texts is fun and inexpensive. The self-concept of the child is improved after completing his/her own "book," thus making reading and writing a pleasure rather than a punishment.

Following are the procedural steps for producing peer produced mini-texts.

GUIDELINES FOR THE DEVELOPMENT OF PEER-PRODUCED MINI-TEXTS

1. Let students (any grade level or subject area) select a specific topic that interests them.* (Second text can be teacher theme oriented.)
2. Students research topic in 3 references. Students should be encouraged to use an "expert person" interview as a reference when possible.
3. Students write a story outline from references.*
4. Students write story narrative.*
5. Students tape record narrative story and listen to playback.
6. Students revise story, if necessary.*
7. Students develop story on page pairs. Left page must be visual (magazine pictures, collages, original art work, etc.) relating to the text on the right hand page. The text on the right hand page should not exceed three sentences in length.* (Page size is one-half size standard paper size, approx. 5" x 6".)

8. Mini-text should not exceed 12 page pairs of picture-text in length.
9. Students should then examine their text and make a page which contains the words which someone who reads the text should know.*
10. Students develop a last page - which is their invention - to determine if people reading their mini-text understood it.*
11. All texts should also contain a front (illustrated) and back cover, and a title page with text title, author's name, grade level, school, and date of production.*
12. Binding of texts can be done in a variety of ways (plastic spiral binding is highly recommended).
13. It is recommended that mini-texts be plastic laminated and placed in the school library after the class has shared theirs with one another.

* Indicates a point that teachers should spot check students.

V. THE WORD BUILDER BOOKLET.

A. Introduction and Procedures

The Word Builder Booklet is used as a lesson in itself, or as a supplementary reader. The booklet can be used as a master copy to make student copies.

Students will need to understand the following terms: opposite, rhyming, syllables, alphabetical order, root words.

The drawings can be colored by the students to help increase their interest.

This booklet is meant to be an example and can be added to or changed.

B. Master Copy of Word Builder Booklet is on the following pages.

WORD BUILDERS:

WHO AM I?
and
THIS and THAT

LEE COUNTY SCHOOLS

ENVIRONMENTAL EDUCATION PROGRAM

71

WHO AM I?

I am smaller than a horse.

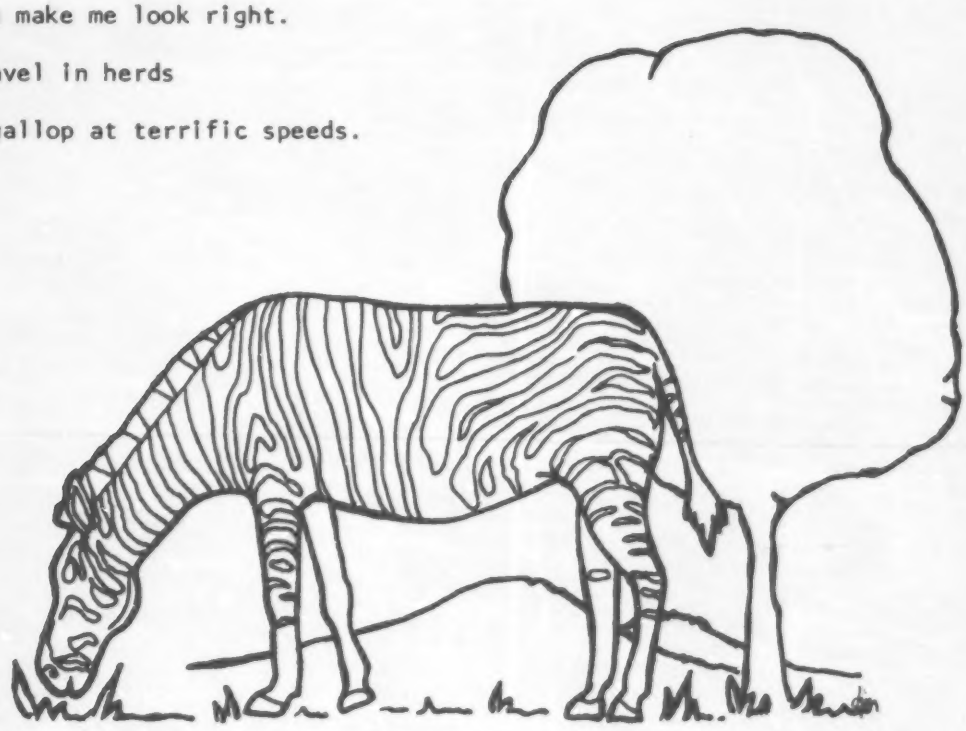
I am an animal, of course.

My stripes are black and white

Which make me look right.

I travel in herds

And gallop at terrific speeds.



WORD BUILDERS

1. Which words have 2 syllables? _____
2. Which words mean to move about? _____
3. Which words have 3 syllables? _____
4. Arrange the words in the first sentence so that they are in alphabetical order. _____
5. What is the root word for smaller? _____
6. Give 2 rhyming words. _____

WHO AM I?

Sometimes I am gray,

Sometimes I am brown.

I can run up a tree

Or down to the ground.

I eat acorns and seeds

And live in the trees.

WORD BUILDERS

1. Which words are colors? _____
2. Which words are foods? _____
3. Which two words are opposites? _____
4. Where does this animal like to run? _____
5. Which word means not always? _____

WHO AM I?

I am the black-masked bandit.

I can climb almost anything.

I am an expert swimmer.

I am very clean because I only eat food after I dip it in water.

WORD BUILDERS

1. Which word means really good at something? _____
2. Which word is the opposite of dirty? _____
3. What is the root word of swimmer? _____
4. What word explains what the animal's face looks like? _____

WHO AM I?

I hop from place to place.

I wiggle the nose on my face.

I eat green plants and grass.

I have a furry coat and long ears.

WORD BUILDERS

1. Which word means to move about? _____

2. Which word is a color? _____

3. Which word rhymes with hose? _____

4. Which word means to move back and forth? _____

WHO AM I?

I sleep by day and hunt at night.

I fly around but I am not a bird.

I sleep by curling my claws around a branch

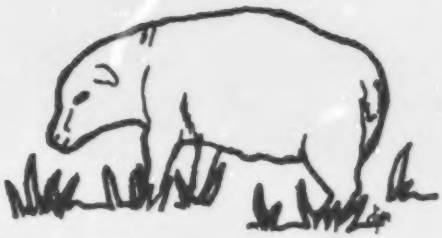
and hanging upside down.

WORD BUILDERS

1. Which word is the opposite of night? _____
2. Which word is the opposite of awake? _____
3. What is the root word for curling? _____
4. What word is made up of two different words? _____
5. Put all the words in the first sentence in alphabetical order.

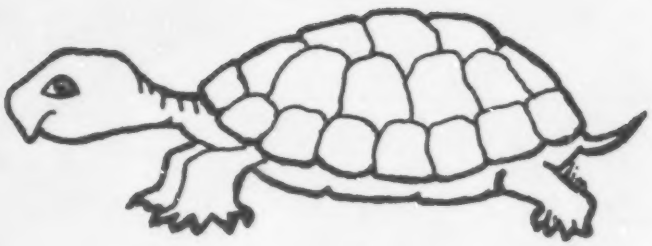
_____

THIS AND THAT



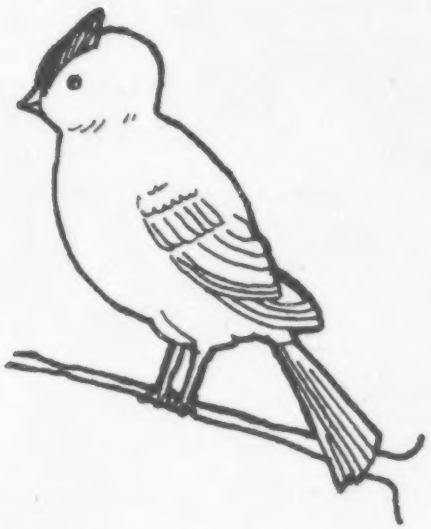
This is the lamb

That says baa-aa-aa.



This is the turtle

That goes slow.

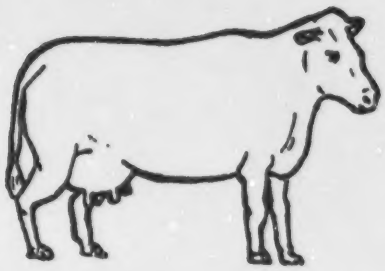


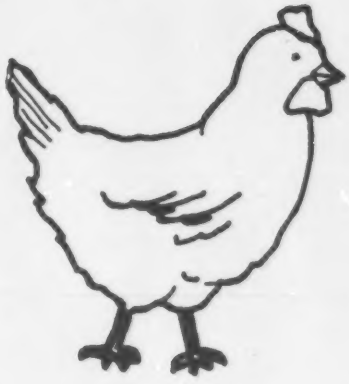
This is the bird

That sings.

This is the cow

That says moo-oo.



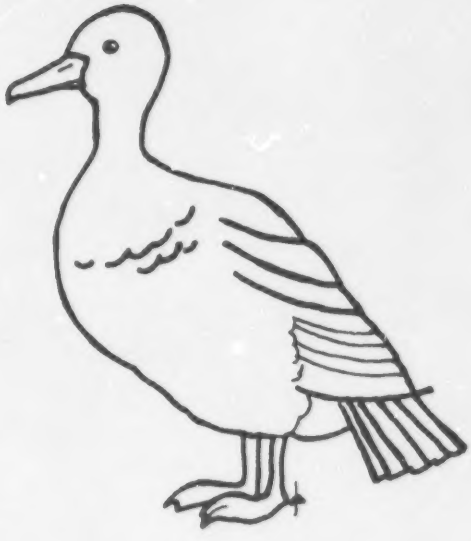


This is the chicken

That lays eggs.

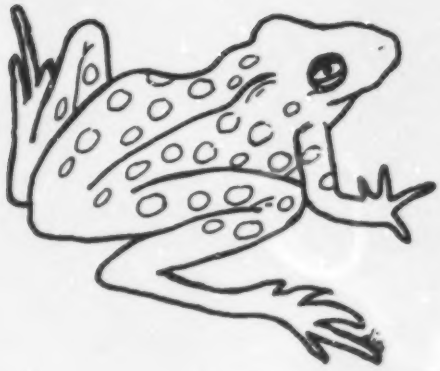
This is the duck

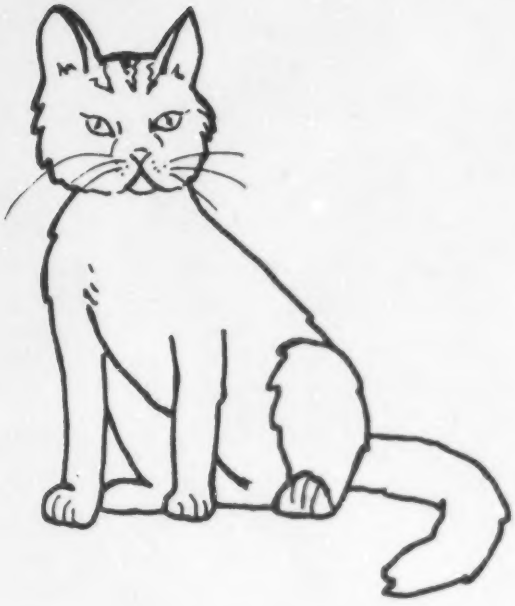
That quacks.



This is the frog

That croaks.





This is the cat

That me-ows.

This is the rooster

That goes cock-a-doodle-do.

This is the dog

That barks.

WORD BUILDERS

1. Give a word that begins with the same sound as baa-aa.

_____

2. Give another word that begins with the same sound as slow.

_____

3. Give another word that begins like sings. _____

4. Give another word that begins like moo-oo. _____

5. Give another word that begins like chicken. _____

6. Give another word that begins like quack. _____

7. Give another word that begins like croak. _____

8. Give another word that begins like me-ows. _____

9. Give another word that begins like squirrel. _____

10. Give another word that begins like dog. _____

VI. UTILIZING GARDENING AS A READING STIMULUS.

Why garden? Why give students the opportunity to participate in gardening activities? The answers to these questions lie in the recent history of the social and economic changes that have taken place in the United States. The movement of people from a rural to urban and suburban environments is a basic factor for justifying gardening activities in the school curriculum. As student populations continue to become more urbanized, students, as well as teachers, tend to lose sight of the art and importance of farming. Many students in the early elementary levels actually believe or assume that vegetables are produced in the supermarket. Land has become just another commodity to be bought and sold to the highest bidder with no thought to long term land use and its relationship to the production of food stuffs.

Gardening activites are interdisciplinary, and tend to form positive attitudes toward proper uses for the land and the fact that each of us is dependent on the land for our very survival. A new recognition by students of the farm or agriculture as a basic unit of modern life tends to develop. Gardening is not passive and text oriented, but is a "hands on" experience that allows the student to become involved. This involvement can be used as an impetus for reading, science, social studies, math, language arts, music, art, industrial arts, health, and career education activities.

Reading activities related to gardening begin with students listing the vegetables or plants that they would like to grow. Reading materials relating to gardening are plentiful and free; seed catalogs, seed packs, fertilizer bags, insecticide labels, tool catalogs, newspaper columns, and magazine articles are but a few. Students must research information concerning the vegetables as well as methods of preparing the soil, watering, fertilizing, and other gardening techniques. How deep? How far apart? When is the best time to plant these seeds? All questions are answered on the seed pack labels.

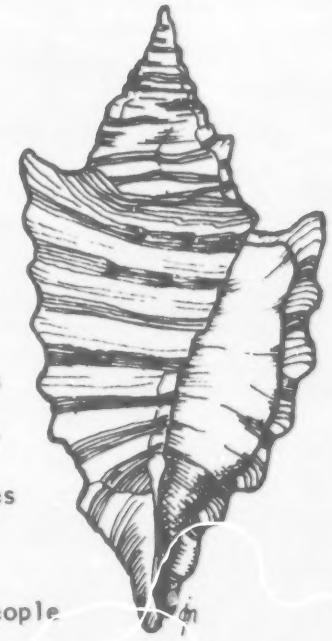
Throughout the gardening activity student interest is usually high, and thus an important stimulus to easily involving students in reading stories and other materials related to gardening, food production and wild edible plants for survival.

When it is time to harvest the foods and prepare them for eating, recipes, menus, cooking preparations, stories relating to harvesting and farms can all be included as part of the garden/reading program.

Many of the activities found in this booklet can be adapted to a gardening program.

More specific information pertaining to gardening can be obtained from the Lee County Environmental Education Program in the booklet, "Gardening On Campus."

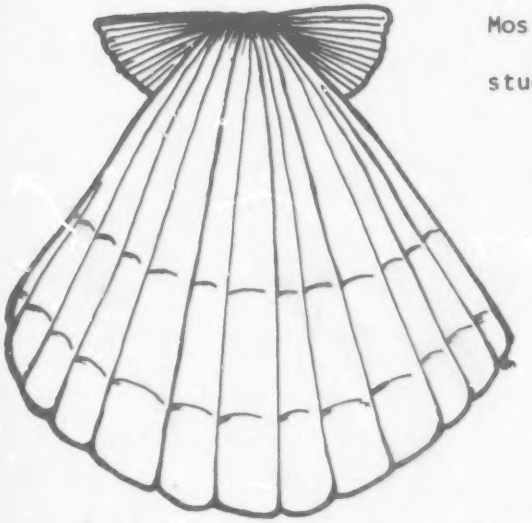
VII. FIELD TRIPS AND READING.



Acquiring an intimate knowledge of the environment requires personal contact with the wonders of the field. Discussing and reading about nature only become meaningful, useful and fully appreciated with firsthand experiences. Even the vicarious experiences related to nature are but reading exercises in the absence of an outdoor experience with all of one's senses keenly attuned to the grandeur of the wild.

One cannot appreciate what one does not know. People cannot fully feel the loss when an environment is destroyed unless they personally knew the beauty and importance of the environment. Knowledge and appreciation of nature preclude one's desire to protect and preserve one's environment. Thus, by getting our students into the field, we, as teachers, have a great opportunity to help solve our ecological problems.

Your role in the field trip is important, for a student's ability to perceive the subtleties of nature will often depend on your guidance. Most often this is not done through telling students the names of everything they see. We need to guide them to the relationships and beauties rather than tell them about it. Basically, they need someone to help sophisticate their observational abilities.

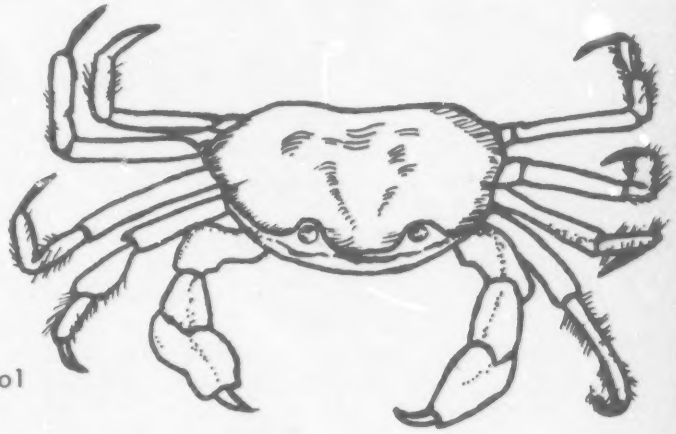


There are many field activities that will provide students with a

greater understanding of the total human environment which encompasses the developments of man as well as the natural realm.

In the past ten years school enrollments have increased alarmingly, resulting in an increase in the number of students per classroom. Many teachers have become reluctant to put large classes in a field situation. It is a well known fact that the naturalist-led field trip is inappropriate when large numbers (25 or more) of students are taken into the field. Only those "up front" are able to see or hear what the field leader is explaining.

Another drawback to the naturalist-led trip is simply that few teachers feel qualified to lead such a teaching experience. This attitude is especially prevalent at the elementary and middle school grades.



The Lee County, Florida, Environmental Education Program has developed an extremely useful field teaching technique. At the heart of this technique is a teaching tool called the semi-programmed field booklet.

Field booklets have been developed for fourth through tenth grades. The booklets are conceptual in their approach to field studies. Each booklet contains post field trip activities that can be taught at the school. The post-trip activities are used to further the conceptual understandings initiated during the field experience.

The semi-programmed approach to field learning circumvents many of the aforementioned problems concerning the naturalist-led field trip. The semi-programmed booklet allows each student to work at his/her own rate. In a sense, each student has his own "naturalist" with him/her throughout the field trip. The burden of having to know the names and natural history of the organisms or other items at the field site is removed from the teacher and placed on the booklet. If the field booklet is written correctly, very few, if any, questions will ever be asked the teacher. Essentially, the teacher's job consists of giving the initial directions for the booklet; circulating through the class, making certain that students are not confused, and are working; and helping poor readers on an individual or small group basis.

Groups as large as sixty to seventy students can participate at one time when semi-programmed booklets are employed. Of course, smaller groups, numbering approximately thirty, are more desirable, especially on field trips to non-natural areas, such as water and sewage treatment plants.

Following is a synopsis of the semi-programmed technique. A more detailed account of the technique and complete instructions concerning the method are found in the booklet, The Semi-Programmed Approach to Field Teaching: Procedures and Techniques For Writing, available from the Lee County Schools Environmental Education Program in Fort Myers.

A. Writing Techniques Used to Produce a Semi-Programmed Field Teaching Booklet

1. Initial steps in writing a semi-programmed booklet.

a. Select a concept.

When choosing a concept that will become the basis for your booklet, first look at your existing program. Pick concepts that you are already teaching. The field booklet should not become a new curriculum, but should be an integrated section of the existing curriculum.

Pick one concept for your booklet. Most writers tend to overdo and try to include more than one concept. This will result in a poor booklet and a poor field trip. Stick to one concept.

The concept you pick can be as broad as: all things undergo change; or as narrow as: if a population increases in a confined area, the density increases.

It is extremely important that the writer thoroughly understands the concept. Try this simple exercise on concept comprehension:

Close your eyes and then think of and try to picture in your mind what the following word represents to you: living room. Can you see a living room in your mind? Sofas, chairs, lamps, end tables, maybe a television set. Each of us has a special mental picture of a living room. The concept "living room" comes alive in our minds. Now, close your eyes again and think of this situation: a living room with a kitchen sink in it. Does this make you feel uncomfortable? Is the sink jumping from spot to spot in

your mental picture of living room? We can see from this example of a concept, that when things that do not belong within the concept are introduced, our minds tend to quickly ferret out the things that do not fit the concept. The concept you are writing about should form a clear mental picture, as clear as your concept of living room. Study the concept; learn as many facets of it as possible. Discuss the concept with others in your field to obtain their viewpoints.

b. Select a field site.

Picking a field site is usually secondary to the selection of the concept. The Lee County Environmental Education Program uses a variety of field sites, all of which are owned by the federal, state, county, or city governments. Public parks, beaches, undeveloped lands, and utilities are fair game for field sites. The use of privately owned lands is discouraged, mainly because of problems relating to liability in the event of accidents.

Visit the field site and examine it. Look for areas within the site that could be used to show the concept. Make a rough map of the area and indicate teaching areas, vegetation, trails, and any other items that might help in demonstrating the concept. If you are going to use vegetation to help show your concept, remember that most plants are seasonal and the things you write about may be gone by the time the booklet is ready for student use.

The choice of the field site is based on one of the fol-

lowing criteria:

(1) the number of different ways the concept you have picked can be demonstrated at the site. It is important for the student to see the concept in different situations. For example, in the booklet, "Shady Oaks Ecology Treasure Hunt," the concept used is that the physical environment determines what plants and animals will live in an area. The field site is a small city park, but the same concept is shown to the students in five different areas of the park. The format of the booklet is the same for each area. As the students progress from one habitat to another, the concept is brought out in each habitat. They see the concept in five different, but similar, ways. When they return to school the post-trip section of the booklet draws the student toward the more subtle facets of the concept.

(2) the number of areas within the field site that can be used to show a section of the concept. As the students move from one area to another, they slowly build the concept in their minds. Each stop in the study area gives the student a small amount of information, which, when combined with the information from all the study stops, will result in the formation of the concept.

2. The semi-programmed writing technique.

a. First draft.

The first draft of your semi-programmed booklet is the most important one, even though it will never be used by a single student. The first draft becomes the foundation for your second, third, fourth, and possibly even a fifth, draft of the same booklet. As the number of booklets you write increases, the number of draft copies will decrease. As in everything else, practice makes perfect. The more time and effort you put into the first draft, the fewer the re-writes.

b. The first writing step - Outline.

Work out a rough outline that includes the study areas the student will visit within the field site, briefly what can be demonstrated at each study area, and what things make each study area different from the previous area.

Generally, the study areas are placed in the order that students will visit them. Try to arrange the study areas so that students will follow a one way pattern rather than switchbacks. This prevents crowding and confusion.

If the field site is a non-natural area, such as a water or sewage treatment plant, a shopping center, or a downtown urban area, arrange the study areas in such a way that some process or occurrence can be followed step by step from beginning to end. For example, the booklet, "Clean Water, Dirty Water," follows water from its source, through a water treatment plant, into the city, and, finally, through the sewage treatment facilities. At the water and sewage plants,

the students are led from one station to the next, following the flow of water. They see the processes that take place in a step by step fashion. This type of booklet is similar to the self-guide booklets which are common in many national parks. The main difference between the self-guide booklets and the semi-programmed format is one of self discovery. The semi-programmed booklet allows the student to discover information, rather than the booklet giving the student all of the information.

The outline then becomes a tool that will allow the writer to produce a first draft.

c. Writing the first draft.

The general sections for a semi-programmed booklet are as follows: (each section will be discussed in detail):

(1) Cover page - includes title, author, and a drawing.

(2) Introduction - includes directions on how to use the booklet and background information necessary for the understanding of the concept.

(3) Body of the booklet.

(a) the semi-programmed instructions.

(b) drawings - these can be placed in the body of the booklet or in a section at the end of the booklet, depending on the subject matter that is being covered.

(4) Post-trip activities - this section is also semi-programmed, but deals with on campus or at home activities that will further demonstrate the concept.

(5) Map of the field site.

d. Booklet sections: descriptions and examples.

(1) Cover page --

Use your imagination in the title, but do not stray far from the concept. The title can be a learning device if it builds on the concept. For example:

--"Clean Water - Dirty Water" deals with the concept that each of us has an individual responsibility to conserve our water resources.

--"Adaptation - How To Make It In A Bird's World" covers the concept that the diversity of species and their adaptations to survival in specific environments result in a distribution that fills almost every available niche and habitat.

--"Succession - Beauty in Change" covers the concept that orderly change in the environment is essential for survival of most organisms.

A drawing that shows a pictoral representation of the concept should be included on the title page. The drawing livens the cover as well as illustrating the title.

The author's name and institutional address should be included at the bottom of the cover page. This will allow others interested in your technique to communicate with you.

VIII. USING THE OUTDOOR CLASSROOM AND CAMPUS FOR READING.

The concept and basic principles concerning the workings of our environment can be taught in backyards, vacant lots, off campus field sites, or on the school campus. Since most children relate best to an area with which they are familiar, the school grounds are ideal for teaching environmental activities.

The school campus and its use as an outdoor classroom can be an effective stimulus for creating reading interest.

Most of the activities in this booklet under the headings, "Activities Using the Environment to Gain Student Reading Interest," "Student Reading Activity Cards," and "Utilizing Gardening as a Reading Stimulus," can be used or adapted for on campus use.

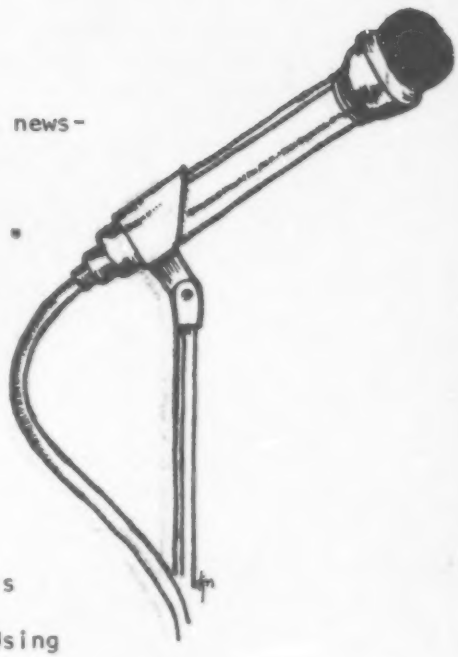
It should be mentioned that children are conditioned to associate the classroom with work and the outdoors with play. A teacher's first on campus teaching experience with children may likely prove discouraging as the absence of classroom strictures may produce minor discipline problems. Repeated use of the outdoors as a teaching medium will serve to overcome the "conditioning" of viewing the outdoors solely as a playground. A degree of patience and a firmer hand than usual may be required for the first few outdoor assignments. Use large group activities in a defined area for the first few activities. Gradually work into individual activities in less defined areas of the campus.

The booklet, On Campus Teaching Activity Guide, available from the Lee County Schools Environmental Education Program, has 400 activities that can be used on school grounds. Approximately 124 of these activities relate directly to language arts.

As simple an activity as sitting in the shade of a tree while reading a story will help stimulate student interest.

The school campus, if used correctly, will generate enthusiasm and interest in your students toward reading. Think of the campus as an extension of your classroom and then use your imagination to create activities.

IX. MEDIA AS A READING TOOL.



Media such as television, radio, films, newspapers, magazines, and brochures all make reading more interesting to students. The various forms of media are used to stimulate interest in reading by making reading relevant to the times, or by adding visual motion and audio dimensions to the subject material.

A large number of the activities in this booklet found in the sections, "Activities Using the Environment to Gain Student Reading Interest," and "Student Reading Activity Cards," are keyed to media as a reading stimulus.

Following are a few additional activities that have been successfully employed to help gain student interest in reading.

--Compare the radio news with the news from the newspaper. Examine the paper for more details. Look for major events that were not included on the radio. Look for and compare the amount of environmental news in the two mediums.

--Look in the newspaper for "non-news" items. Let the students determine what constitutes "non-news."

--Watch television documentaries as a culmination for a library research unit concerning the topic of the documentary. Do the same thing with T.V. shows that have a wildlife theme such as "Grizzly Adams." Have the students discuss what they discovered during their reading research in relation to the activities on the show.

--If your school has the capability for broadcasting live television, let each grade produce a weekly news show for that grade. Research and script writing by the students will be essential.

--T.V. drama written, researched, produced, and put on by the students is an excellent way to increase interest for reading.

--Have students videotape book reports that can be presented to the entire class.

--Type up the script from a popular T.V. show and then have your students read along as the show is played back.

--Have students compare their reactions to films and T.V. shows with those of professional critics in the newspaper and magazines.

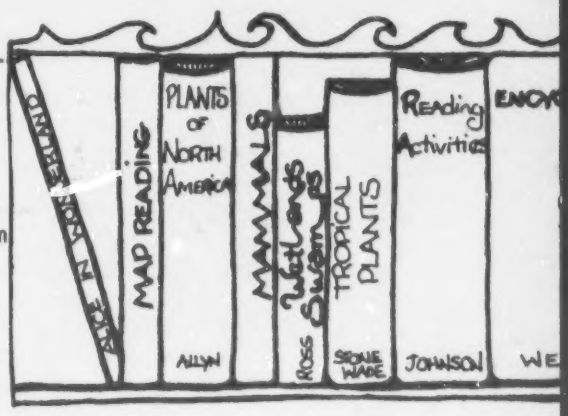
--Use media magazines such as "T.V. Guide" to develop vocabulary lists dealing with media.

There are many excellent closed circuit and public television programs available that are specifically designed for reading. Refer to the booklet section dealing with "Useful Reading Resources."

X. USEFUL READING RESOURCES.

The Word Shop; for grades 2 and 3; a 30 program T.V. presentation dealing with outdoor themes and story telling; available from the Instructional Television and Radio Educational Products Dissemination, Department of Education, Tallahassee, Florida, 32304; free except for the cost of the blank tapes.

Cover to Cover; for grades 4 and 5; 32 T.V. programs designed to introduce students to a variety of well written books. Many are oriented to the out of doors; available from the Instructional Television and Radio Educational Products Dissemination, Department of Education, Tallahassee, Florida, 32304; free except for the cost of the blank tapes.



Cover to Cover; for grades 5 and 6; similar to the Cover to Cover series for grades 4 and 5; available from the same place as the series above.

Magic Vocabulary; for grade 3; 60 T.V. programs, each lasting 15 minutes; deals with vocabulary and word association; available from the Instructional Television and Radio Educational Products Dissemination, Department of Education, Tallahassee, Florida, 32304; free except for the cost of the blank tapes.

Electric Company; on the Public Broadcasting System each day. Programs deal with reading skills; is a children's T.V. workshop.

Contract; for middle school grades; an 18 week series of T.V. programs that act as quiz shows. The shows deal with a reading book that each student receives one week prior to the showing; available from the Instructional Television and Radio Educational Products Dissemination, Department of Education, Tallahassee, Florida, 32304; free except for the cost of the blank tapes and the teacher's manual.

Instructor; P. O. Box 6099, Duluth, MN 55806, $14 per year; monthly magazine.

School and Community; published monthly September through May; P. O. Box 458, Columbia, Missouri 65201; $1.65 per year.

Science and Children; published eight times a year September through May; 1742 Connecticut Avenue N.W., Washington, D.C. 20009; $14 per year.

The Science Teacher; published monthly September through May; 1742 Connecticut Avenue N.W., Washington, D.C. 20009; available with secondary membership in the National Science Teachers' Association for $18; school or library subscriptions are $25.

The Social Studies; published bi-monthly by Heldref Publications, 4000 Albemarle Street N.W., Washington, D.C. 20016; $12 for institutions and $9 for individuals.

Teacher, The Professional Magazine of the Elementary Grades; published monthly except July and August, Macmillan Professional Magazines, Inc., One Fawcett Place, Greenwich, CT 06830; $14 for one year.

Reading Activities for Child Involvement. Evelyn Spache; Allyn and Bacon, Boston.

Reading Games That Teach, Book IV. Delwyn Schubert; Creative Teaching Press, Inc., Monteray Park, California.

Ibid. Book II.

Ideas for Teaching English. Ruth Reeves, Chairman, National Council of Teachers of English, Champaign, Illinois. Grades 7, 8, 9.

XI. APPENDIX.

A. Determining Readability and Reading Levels.

If the student is unable to read what you write, what you have written is useless. There are several ways to determine reading levels; two methods are described here.

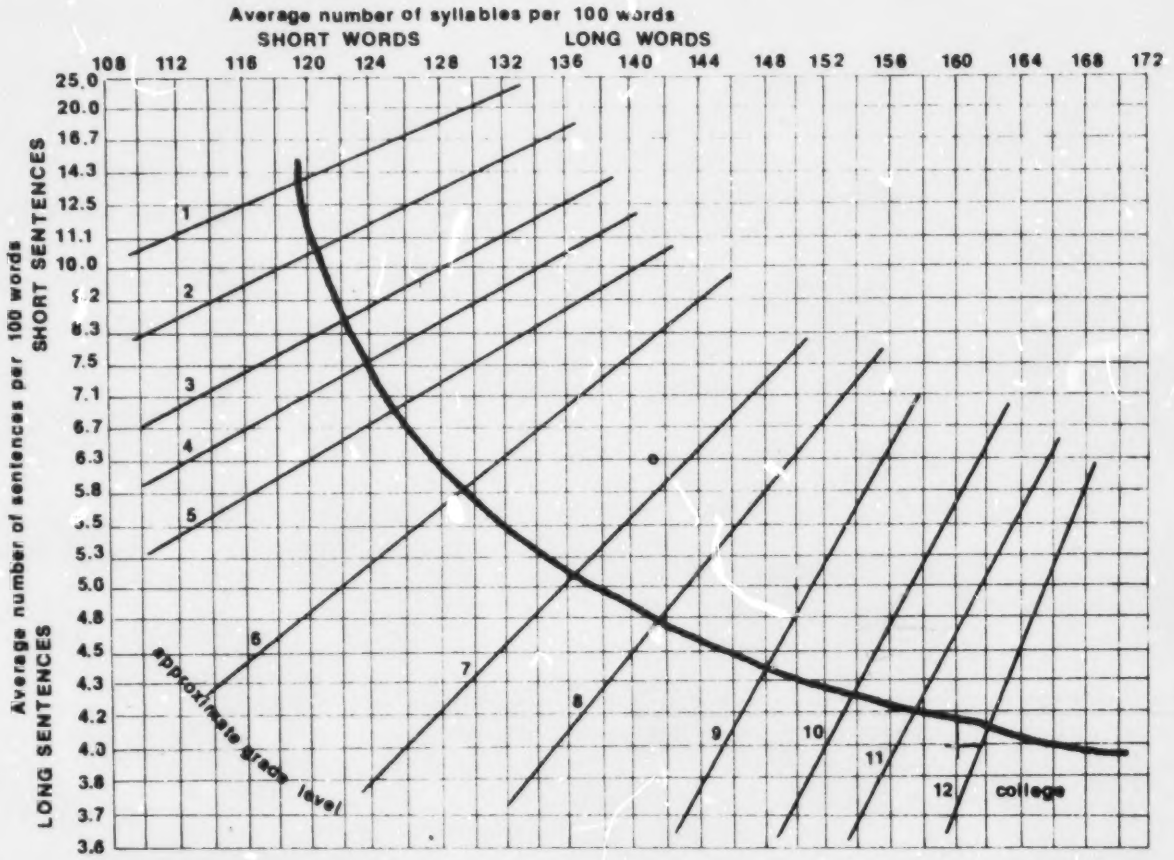
One method is to write the material, and then try it with several classes at the intended grade level. By interviewing students, observing how they are working, and by examining any completed work, you should be able to determine if the reading level is correct for the grade level. If the reading level is incorrect, then rewrite and carry out the same procedure again.

Another method that can be used when many classes are not available for experimentation, is to write the first draft, and then use the following graph and procedures to determine the readability of the material. This method will give you a fair idea about the reading level.

When previewing books and magazines for student use, use the method on the following page also. It is important to remember that, even if the reading material is at the correct readability level, students may not read the material simply because it is not relevant to their lives. Use activities like those in this booklet to help create interest, then reading will follow.

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center, New Jersey



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray areas but when they do grade level scores are invalid.

EXAMPLE:		SYLLABLES	SENTENCES
	1st Hundred Words	124	6.6
	2nd Hundred Words	141	6.5
	3rd Hundred Words	158	5.8
	AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

1.) Following are a few suggestions that will help to keep the reading levels down: a) Try not to use words with more than three syllables.

b) Try to keep sentences short, with an average of eight to twenty words per sentence.

c) Underline all important words. d) Always double space.

e) Use large type, if available, or at least standard print size.

f) Leave plenty of room for student answers.

B. Survival Word List.

Students leaving the 8th grade should be able to READ and UNDERSTAND this entire list of words.

ADULTS ONLY
ALL CARS (TRUCKS) STOP
ANTIDOTE
ASK ATTENDANT FOR KEY

BEWARE
BEWARE OF DOG
BRIDGE OPEN
BUS ONLY
BUS STATION
BUS STOP

CATTLE CROSSING
CAUTION
CLOSED
COMBUSTIBLE
CONSTRUCTION ZONE
CONTAMINATED
CONDEMNED
CURVE

DNAGER
DANGEROUS CURVE
DEAD END
DEEP WATER
DEER CROSSING
DENTIST
DETOUR
DIM LIGHTS
DIP
DOCTOR (DR.)
DO NOT BLOCK DRIVEWAY
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT WALK
DOWN
DRIFTING SAND
DRIVE SLOW
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMERGENCY VEHICLES ONLY
EMPLOYEES ONLY
END CONSTRUCTION
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALLING ROCKS
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FLOODED
FOUND
FOURWAY STOP
FRAGILE
FREEWAY

GARAGE
GASOLINE
GATE
GENTLEMEN
GO SLOW

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE * DANGER
HOSPITAL ZONE

INFLAMMABLE
INFORMATION
INSPECTION
INSTRUCTIONS

JUNCTION

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF THE GRASS
KEEP OUT
KEEP TO THE LEFT (RIGHT)

LADIES
LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN ON SIGNAL ONLY
LEFT TURN ONLY
LOADING ZONE
LOOK OUT FOR TRUCKS (CARS)
LOST
LIVE WIRES

MEN
M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGING TRAFFIC
MILITARY BASE

NEXT WINDOW (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LEFT TURN
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO PARKING
NO PASSING
NO RIGHT TURN
NO SMOKING
NO SPITTING
NO STANDING
NO STOPPING
NO SWIMMING
NO TOUCHING (DO NOT TOUCH)
NO TRESPASSING
NO TURNS
NO "U" TURNS
NOT A THROUGH STREET
NOT FOR INTERNAL USE
NURSE

OFFICE
ONE WAY * DO NOT ENTER
ONE WAY STREET
OPEN
OUT
OUT OF ORDER

PASSING
PAVEMENT ENDS
PEDESTRIANS PROHIBITED
PLAYGROUND
POISON
POISONOUS
POLICE
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE ROAD
PRIVATE PROPERTY
PROCEED AT YOUR OWN RISK
PULL

R.R.
RAILROAD CROSSING
RESTROOMS
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
RIGHT TURN ONLY
ROAD CLOSED
ROAD ENDS

SAFETY FIRST
SCHOOL STOP
SCHOOL ZONE
SHALLOW WATER
SHELTER
SLIPPERY WHEN WET
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SMOKING PROHIBITED
SPEED CHECKED BY RADAR
STEEP GRADE
STEP UP (DOWN)
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP MOTOR

TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS LANE LEFT TURN ONLY
THIS ROAD PATROLLED BY AIRCRAFT
THIS SIDE UP
THREE WAY LIGHT
TURN OFF
TURN OFF ¼ (½) MILE
TRUCK ROUTE

UNLOADING ZONE
UP USE IN OPEN AIR
USE LOW GEAR
USE OTHER DOOR

VIOLATORS WILL BE PROSECUTED

WALK
WARNING
WATCH FOR LOW FLYING ARICRAFT
WATCH YOUR STEP
WET PAINT
WOMEN

YIELD
YIELD RIGHT OF WAY

C. Environmental Word List.

The following list of words will help active citizens understand their environment in a more complete manner. This list can be added to depending on the local environment.

ADAPTATION
AESTHETIC
AQUIFER

BACTERIA
BALANCE (OF NATURE)
BEHAVIOR
BIOSPHERE
BIRTHRATE
BRACKISH
BUFFER ZONE

CANOPY
CARNIVORE
CENSUS
CHANNELIZE
CHLOROPHYLL
CLIMATE
CLIMAX
COASTAL
COMMUNITY
CONCEPT
CONSERVATION
CONSUMER
COVER (GROUND)

DECOMPOSER
DENSITY
DEPENDENT
DETRITUS
DEVELOPMENT (LAND)
DISCHARGE
DISTRIBUTION
DIVERSITY
DRAINAGE

ECOLOGIST
ECOLOGY
ECOSYSTEM
ECOTONE
EMISSION
ENDANGERED (SPECIES and LANDS)
ENERGY
ENVIRONMENT
ENVIRONMENTAL FACTORS
ERADICATION
EROSION
ESTUARY
EUTROPHICATION
EXTINCTION

FAUNA
FLORA
FOOD
FOOD CHAIN
FOREST
FOSSIL
FUNGUS

GENETICS
GENUS
GERMINATION
GREENBELT

HABITAT
HAMMOCK
HERBIVORE
HOLISTIC
HOST
HYBRID
HYDROCARBON
HYDROLOGY
HYPOTHESIS

INHERITED
INSECTICIDE
INSECTIVORE
INSULATION
INTERDEPENDENT
IRRIGATION
INVERTEBRATE

LANDFILL
LAND USE
LARVA
LICHEN
LIMITING FACTOR
LITTER

MAMMAL
MANAGEMENT (WILDLIFE)
MARSH
MARSUPIAL
METAMORPHOSIS

MIGRATION
MINERAL
MOLLUSK

NATURAL (RESOURCES)
NATURE
NON-RENEWABLE (RESOURCES)
NOCTURNAL
NUTRIENT

OMNIVORE
OPEN SPACE
ORGANIC
ORGANISM
OXYGEN

PARASITE
PESTICIDE
pH
PHOTOSYNTHESIS
PINE FLATWOODS
PIONEER PLANTS
PLANKTON
POLLUTION
POPULATION
PREDATOR
PRESERVATION
PRODUCER
PRODUCTIVITY

REGENERATION
REGULATION
RELATIONSHIP
RENEWABLE (RESOURCES)
REPRODUCTION
REPTILE
RESOURCE
REZONING
RUNOFF

SALINITY
SAPROPHYTE
SEDIMENT
SETBACK LINES
SLOUGH
SPECIES
SUCCESSION
SURVIVAL
SWAMP

TECHNOLOGY
TIDAL FLAT
TIDE LANDS
TOLERANCE
TOXIC
TRANSPIRATION
TURBIDITY

URBANIZATION

VARIANCE (ZONING)
VERTEBRATE

WATERSHED
WATER TABLE
WETLANDS
WILDLIFE

ZONING

LEE COUNTY

ENVIRONMENTAL EDUCATION PROGRAM

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This publication series is designed to be used by teachers, students and community members to help them utilize community resources to develop and teach environmental concepts, responsibility, and in seeking ways to solve environmental problems.

All materials have been field tested with teachers and students.

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